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ABSTRACT

This second annual evaluation of three federally funded integrated model vocational education programs in the elementary and secondary grades presents program descriptions, evaluations, and recommendations separately for each comprehensive program. Selected as representative of rural, rural-urban, and urban settings in Kansas for use in similar school situations, the Clay Center, Lawrence, and Kansas City school systems carried out inservice teacher education and "real-life" student activities focusing on self awareness, occupational awareness, community resources, job clusters, and specific employment skills. Innovative techniques in this exemplary project included on-the-job training, field trips, resource speakers, audiovisual programs, and new curriculums in industrial arts and home economics. Background information for each community and school system is provided, dealing largely with socioeconomic factors. Quantitative, qualitative, and product evaluations are summarized, as well as staff perceptions of the programs. Tables present the data, gathered from school reports, staff and teacher interviews, class visits, and questionnaires. (AG)

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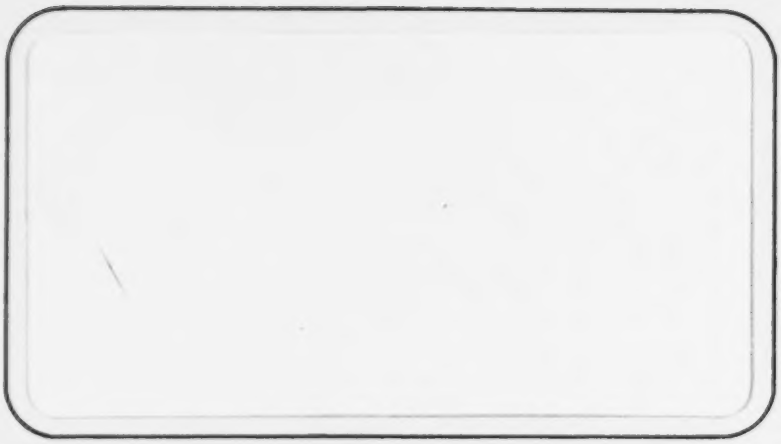

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AN EVALUATION REPORT

OF

AN EXEMPLARY PROJECT IN VOCATIONAL EDUCATION CONDUCTED UNDER PART D OF PUBLIC LAW 90-576

State Advisory Council for Vocational Education
State Department of Education Building
120 East Tenth Street
Topeka, Kansas 66612

EVALUATION OF AN EXEMPLARY PROGRAM
IN VOCATIONAL EDUCATION

Submitted to the U. S. Commissioner of Education
Under the Provisions of Part D
of the Vocational Education Amendments of 1968

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Chairman, State Advisory Council for
Vocational Education

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INTRODUCTION

In December of 1969, the Kansas State Board of Education through its Division of Vocational Education, submitted to the U. S. Commissioner of Education a proposal entitled An Exemplary Program in Occupational Education in a Typical Kansas Rural, Rural-Urban, and Urban School Setting. Clay Center, Kansas, was selected as a typical rural community. Lawrence, Kansas, was selected as representatave of the rural-urban category, and Kansas City, Kansas, was selected as an urban school district. The time span for this project was from July 1, 1970, to June 30, 1973. A total of $713,000 was requested and approved from exemplary funds for this three-year period.

The purpose of this project was to produce in each of the selected school districts a model occupational career education program that could be used in similar school situations throughout the State.

The procedures for achieving the desired results were outlined in exemplary program proposals for each of the selected school districts. These procedures were based on the facilities and resources available and attainable in each community. Coordination of the program was provided through the Division of Vocational Education at the State level.

An intensive program of in-service education was considered essential to the success of this project. Through a contractual arrangement with the

Department of Adult and Occupational Education, Kansas State University, Manhattan, Kansas, a series of classes and workshops designed to assist teachers in understanding career education and in the development and use of career education instructional materials was offered in each of the three centers.

Evaluation of the project for the 1970-71 year was performed under contract by the Research Coordinating Unit of the Colorado Division of Vocational Education, Denver, Colorado. In December 1971, the Acting Director of the Division of Vocational and Technical Education issued a program memorandum AVTE (v) 72-19 which stated that state advisory councils for vocational education were considered to be acceptable third parties for the purpose of evaluating the effectiveness of the Federally administered exemplary programs and projects in vocational education. Pursuant to this memorandum, the Division of Vocational Education requested the State Advisory Council to perform the annual third party evaluation of the exemplary programs at Clay Center, Lawrence, and Kansas City, Kansas, for the 1971-72 year. At its January 1972 meeting, the Council agreed to accept this responsibility.

This is a report of the second annual evaluation and covers the period from July 1, 1971, to June 30, 1972. Because the project was approved as a unit, this reports includes the total evaluation with separate sections for each of the participating school districts. Each section is complete in itself and can be abstracted and used as a separate report if desirable.

GENERAL INFORMATION

This section presents some topics which are common to all three districts or which indirectly affect each of the participating districts.

Evaluation Procedures

This evaluation covers the second year of operation for the career education exemplary programs. Because of the short period of time that these programs have been in operation, certain criteria that would normally be used for program evaluation are not yet available.

Typically, evaluations have involved (1) an evaluation of the process, (2) an evaluation of the product, or (3) both types of evaluations. An evaluation of the process inherently involves an assumption by experts that the activities and services developed to achieve the desired objectives will actually achieve this result. Experience has shown that this is not always a valid assumption.

Because of the short time that this program has been in operation, the evaluation must necessarily rely heavily on process evaluation. This process evaluation has been divided into (1) quantitative evaluation of the activities and services which has enabled the program to expand and involve more people and (2) qualitative evaluation of those activities and services which have contributed to making career education a better program.

Ultimately programs of this type must stand or fall on the evaluation of the product. Exemplary programs can be justified only to the extent that

they produce the desired outcomes for students; however, in this report, product evaluation is necessarily limited, first, because there simply is not enough product at this point to support conclusions and, secondly, because there does not appear to be a tested and reliable instrument for measuring some of the desired student outcomes. Some research has been done with commercially-produced attitude scales and some experimentation has been made with teacher-produced questionnaires. Much more needs to be done in this area of evaluation.

These procedures have been followed for each of the three districts. Selected criteria for evaluation have been summarized under each of the three headings in the reports on individual districts. The data were gathered from school reports, interviews with members of the career education staff and teachers, classroom visitations, and questionnaires.

Recommendations - State Level

The evaluation of the career education exemplary programs in the three districts under study identified some areas of responsibilities which can be implemented only by the State Board of Education. The rapid increase in the number of districts which are interested in career education emphasizes the need for policies, leadership, planning, and coordination at the State level. The planning aspect should begin as soon as possible so that local districts can be given some direction prior to the termination of their exemplary grants in 1973.

To achieve this, the Council respectfully submits the following recommendations to the State Board of Education.

1. The State Board of Education should develop and disseminate policies which clearly state its position on career education in the public schools of Kansas.

2. The State Board of Education should develop a leadership capability at the State level to plan and coordinate the development of career education.

At present, all of the funds and most of the leadership at the State level has been provided by the Division of Vocational Education. However, career education is not synonymous with vocational education. Career education involves elements which are outside the jurisdiction and the expertise of vocational educators. There appears to be a need for an across-the-board group which can involve specialists in elementary and secondary curriculum, elementary and secondary guidance, special

education, accreditation and teacher certification in addition to the present input from vocational education. This group can function as a planning and coordination device for career education throughout the State.

3. As soon as possible, the State Board of Education should begin a study of fiscal resources available to local districts which wish to continue successful career education programs after the termination of their exemplary program grant.

At present, the formula for state aid in Kansas does not appear to include any incentive for districts which are willing to assume responsibility for innovative and exemplary programs. Little objective information appears to be available on the excess costs, if any, of career education over conventional education. This study should include an adequate assessment of excess costs, possible alternative sources of funding, legislation to provide financial incentives where necessary for innovative programs and other similar facets of financing career education on a long-term basis.

Since 1970, five states have passed legislation to promote and implement career education. At the end of 1971, career education legislation was pending in two states and had been proposed in twelve other states.

4. The State Board of Education should sponsor a research project to develop and validate suitable evaluation instruments and procedures for career education.

There are at present some commercial and some teacher-developed instruments for evaluating student outcomes. Some of these have limited application and others need to be field tested and validated. The study should be designed to (1) identify the desirable student outcomes to be measured, (2) identify or develop suitable tests for measuring these outcomes,

and (3) develop recommended policies and procedures for self-evaluation by the participating districts.

CAREER EDUCATION

IN

U.S.D. No. 497

Lawrence, Kansas

THE CONTEXT OF THE PROGRAM

The Community

Lawrence, Kansas, is the administrative center for Unified School District 497. It is located in Eastern-Central Kansas, approximately 35 miles west of the Missouri border and approximately 25 miles east of the capital city of Topeka.

The community of Lawrence has had a colorful history. The New England Emigrant Aid Society which was an abolitionist movement, sponsored migration to the town prior to the Civil War. Because of the slavery issue, these early years were marked by conflict, the most serious of which occurred on August 21, 1863, when a band of confederate guerrillas lead by William C. Quantrill raided the town in the early morning hours leaving the town in ashes and killing 150 of the inhabitants.

Lawrence, Kansas, is the home of Kansas University and the American Indian Junior College. Kansas University began operation in September 1866 with 49 students and 3 faculty members. Today it enrolls 14,912 undergraduate and 5,131 graduate students with 1,844 faculty members. The University is a major factor in determining the cultural and economic life of the community.

The American Indian Junior College opened its doors with 17 students in 1884 as the Haskell Indian Institute. It is a Federally supported junior college operated by the Bureau of Indian Affairs. It offers a variety of academic and occupational programs for a student population of 1,128 American Indians.

The 1970 census reports the population of Lawrence as 45,698. The growth of population has been relatively steady with 39.1% of growth over the ten year span between 1960 and 1970. The age breakdown as reported in the 1970 census was:

Age	% of population
Less than 18	23.6
18-65	69.7
Over 65	6.7

Socio-Economic Characteristics

In 1970, the following ethnic breakdown was reported for the City of Lawrence.

Ethnic Group	Number	% of Population
White	41,888	91.66
Negro	2,029	4.44
American Indian	1,213	2.65
Japanese	90	0.20
Chinese	193	0.42
Filipino	27	0.06
All others	258	0.57
	45,698	100.00

Source: 1970 Census, Part 2

There is an unusually large percentage of "professional, technical and kindred" workers among the population of Lawrence. This percentage is almost twice the statewide average and probably reflects the influence of the University of Kansas on the community work force. The following table shows the occupational profile for Lawrence and for the State of Kansas.

Occupational Category	Percent of Work Force In Each Category	
	Lawrence	Statewide
Professional, Technical and Kindred	27.1	14.3
Managers and Administrators, except Foremen	7.4	9.4
Sales Workers	7.3	7.5
Clerical and Kindred	19.5	16.6
Craftsmen, Foremen and Kindred	10.4	13.3
Operators, except Transportation	6.3	9.7
Transportation Equipment Worker	2.3	3.5
Laborers, except Farm	3.8	4.2
Farmers and Farm Managers	0.2	6.4
Farm Laborers and Foremen	0.6	1.8
Service Workers, except Private Household	13.6	12.0
Private Household Workers	1.5	1.3
	100%	100%

Source: 1970 Census, Part 3

The median years of education among the residents of Lawrence was 13.0 for males and 12.7 for females. The median years of education throughout the State was 12.3 for both sexes.

The following miscellaneous economic data taken from the 1970 census help to describe the community. Comparisons have been made with statewide data to show the relative economic position of Lawrence

Economic Characteristic	Lawrence	Statewide
Median Income/Family	$9,365	$8,693
Percent of families reporting incomes below the poverty level	8.7%	9.7%
Percent of families reporting incomes above $15,000	18.9%	15.9%

In 1970, the unemployment rate in Lawrence was 3.8% of the civilian labor force and 2.46% of the families reported that they received welfare or some form of public assistance.

These data describe Unified School District 497 as a predominately white, middle to upper-middle class community with a higher than average income per family and a below average number of families whose income is less than the poverty level or who have received welfare or public assistance.

The district has experienced a steady growth of about 4% per year, and its cultural and economic pattern reflects the influence of a large university in a medium size community.

The School System

Unified School District 497, Lawrence, Kansas, is organized on a K-6-3-3 basis. The number of schools and enrollment as of September 15, 1971 was:

Level	No. of schools	Enrollment
Senior High School	1	1,778
Junior High School	3	1,813
Elementary	17	3,722
Kindergarten	**	584
		7,897

Source: Educational Directory, 1971-72, Kansas State Department of Education

In addition, the Exemplary Career Education Program included St. Johns, a parochial elementary school in Lawrence, with an enrollment of 180. The total number of students involved in career education was 8,077.

For 1971-72, the faculty/student ratio was approximately 21 at the elementary level; 18 at the junior high school level; and 19 at the senior high school level.

All of the schools involved are accredited by the Kansas State Department of Education. In addition, the senior high school is accredited as a comprehensive high school by the State Department of Education and the North Central Association of Colleges and Secondary Schools.

The enrollment growth in this district has been relatively stable with a slight drop at the junior high school and elementary levels for the 1971-72 year. The statistical reports of the State Department of Education show the following enrollments for the past four years.

Level	1968-69	1969-70	1970-71	1971-72
Senior High School	1,619	1,656	1,758	1,778
Junior High School	1,897	1,891	1,856	1,813
Elementary	3,922	3,889	3,850	3,722

Source: Kansas Educational Directory, State Department of Education, for years indicated

The incidence of dropouts as reported to the State Department of Education is relatively stable and quite low when compared with national data. The numbers of dropouts reported and the percent of the 10th, 11th, and 12th grade student population that this number represents is shown below.

Year	Dropouts	% of 10th, 11th & 12th grade students
1968-69	73	4.50%
1969-70	111	6.70%
1970-71	89	5.06%

Source: Annual Statistical Reports, Kansas State Department of Education

The boundaries of Unified School District 497 include 149 square miles of Douglas County, Kansas. Of this, approximately 6 square miles represents the land area of the city of Lawrence. In 1970-71, the assessed valuation

of this district was 108.7 million dollars. In this same year, the operating budget per pupil was $704, compared with a statewide average of $751.

DESCRIPTION OF THE PROGRAM

The purpose of the career education program in Lawrence was to develop a model career education program for a rural-urban setting in Kansas and an improved vocational education program through innovations, pilot programs, and the expansion or revision of existing vocational programs. The self-awareness phase of the program was developed as a result of the emphasis placed by businessmen on the importance of those employability-personality traits necessary for a successful employee. The model established by the U. S. Office of Education was used as a guideline for the development of the program at the various grade levels.

At the elementary level, occupational awareness, including the concept of job clusters, was developed through the use of resource speakers, tours, and classroom activities at grades 5 and 6. A beginning evaluation of the students' interests and abilities in relation to a variety of careers was started.

At the junior high school level, the emphasis was on a "hands-on" approach to general exploration through which the student had an opportunity to experience the nature of selected jobs through classroom activities.

At the early senior high school level, the emphasis changed from general exploration to more specific "job clustering." Students narrowed their scope of interest to job areas or clusters while continuing an exploratory approach. At this level, they began to develop employability skills. By grade twelve, the emphasis was on specific skill training and on-the-job experiences.

The Objectives of the Program

The objectives of the career education program were formulated by the World of Work Committee of the first occupations education class in Lawrence in the fall of 1971. Members of this committee were elementary and secondary teachers, counselors, and administrators. Members of the community assisted the class.

The objectives were to help the students:

1. Develop self awareness and pride in his work
2. See himself as a worthwhile individual
3. Have a knowledge of and appreciation and respect for all persons
4. Identify skills needed to succeed in occupations
5. Understand that a person may choose an occupation in which he has an interest and aptitude.
6. Develop skills and knowledge useful in some occupations and/or related leisure time activities
7. Acquire experience related to various occupations
8. Become aware of the attitudes people have about their work
9. Understand the inter-dependency of people and their occupations

The career education staff has periodically reviewed the goals and objectives of the program in light of their experience and the specific situation in Lawrence. In the spring of 1972, the K-6 curriculum committee also reviewed the program objectives as a prerequisite for further development of specific objectives at the elementary level.

The Career Education Staff

The career education staff in Unified School District 497 consists of the following personnel:

Director of the Career Education Program	50% time
Consumer Education Resource Teacher, K-12	100% time
Materials Resource Teacher, K-12	100% time
Elementary Resource Teacher	100% time
Secondary Resource Teacher	50% time
Coordinator of Special Education	100% time
Media Specialist	40%time

The equivalent of 5.4 full-time persons were employed in the development of this program.

Mr. Ernest Coleman was employed part time as director of the program. Mr. Coleman has a masters degree in educational administration from Kansas State College at Emporia, Kansas, and is now doing graduate work at the University of Kansas. He has had extensive teaching experience at the elementary, junior high, and senior high levels and was a superintendent of schools for six years.

Mrs. Nancy Garland was employed as consumer education resource teacher. Mrs. Garland has a masters degree in Consumer Education from Kansas State University, Manhattan, Kansas. Special courses include 12 hours of occupational and career education. Other experience includes

five years as a junior and senior high school teacher of home economics, and one year as instructor of home management at Kansas State University, Manhattan.

Mrs. Grace Wilson was employed as career education materials resource teacher. Mrs. Wilson has an AB degree in English from Kansas State University, Manhattan, Kansas. Special training includes twelve hours of graduate training in career education. Related experience includes one year as librarian, Special Education Instructional Materials Center, University of Kansas

Mrs. Mary Ashby was employed as elementary resource teacher. Mrs. Ashby has a BS degree in elementary education from Kansas University, Lawrence, Kansas. Special training includes ten graduate hours in Occupational and Career Education.

Mr. Stanley Larson was employed part time as secondary resource teacher. Mr. Larson has a BS degree in agricultural education from Kansas State University, Manhattan, Kansas. Special courses include Introduction to Occupational Education and Special Problems in Occupational Education. Mr. Larson has been a teacher of vocational agriculture for 16 years.

Mrs. Patricia Kells was employed as coordinator of the special education work-study program. Mrs. Kells has a BS degree in special education from the University of Kansas and is currently working toward a master of science degree. Special training for this position includes courses dealing with the pre-vocational and vocational training of educable mentally retarded at the secondary level.

Mr. Mike Carpino was employed part time as media specialist. Mr. Carpino has a masters degree in educational administration from Kansas State College, Pittsburg, Kansas, and is now doing graduate work at the University of Kansas, Lawrence, Kansas. Special training includes a varied background in areas of media development. Related experience includes $8\frac{1}{2}$ years as a junior high mathematics and science teacher and $1\frac{1}{2}$ years as an elementary principal.

The career education staff is housed in the Diagnostic Center of the district.

Also at this center is the Career Education Library which includes a wide variety of books, filmstrips, and other similar career education materials for use by teachers in their classroom.

Career Education, Grades K-6

Career education at the elementary level was incorporated into the regular classroom activities of the elementary school. The career education staff included three, full-time persons who were employed as "resource teachers" to assist elementary teachers in developing and acquiring curricular materials for classroom use and for arranging resource speakers and tours. Elementary teachers participated in the career education on a voluntary basis and requested the services of the career education staff as needed.

The career education programs at the elementary level were developed around three major areas. These areas were (1) the world of work,

(2) character development, and (3) consumer economics. The following pages describe the concepts to be included in each of these major areas and the goals to be achieved under each of the concepts.

CONCEPTS IN THE ELEMENTARY CAREER EDUCATION PROGRAM

World of Work

K. Family, Community, Self
1. Family and Familiar Community Workers
2. Local Community Workers - Neighborhood Interdependence
3. Urban Workers
4. State Workers
5. Workers in the United States
6. World Workers and Self Study to Careers

Character Development

K. Responsible School Behavior
1. Self Awareness -- Others
2. Classroom Responsibilities and Implications
3. Attitudes Toward Work and Others
4. Personal Attributes to Performance
5. Personal Attributes to Employability Factors
6. Personal Attributes to Occupational Interests

Consumer Economics

K. Personal Wants and Choices
1. Values and Goals - Community Economics
2. Producer and Consumer and Decision-Making
3. Specialization and Division of Labor
4. Interdependency of Business - Family Income
5. Interdependence of States - Nations - Savings
6. Comparative Economics - Profit Sharing

WORLD OF WORK

Kindergarten: Family, Community, Self

1. Recognize and identify the jobs to be done in a school
2. Recognize and identify the jobs to be done in a home
3. Identify and appreciate some civic and professional services in a community
4. Recognize skills and/or desires within ones' self that would relate to jobs in the school, home and/or community
5. Recognize and comprehend the importance of self and other family members in school, home, and community
6. Recognize the importance of complying with the school's standard of behavior and begin to learn to assume responsibility within the classroom
7. Recognize the importance of division of labor within the family

First Grade: Family and Familiar Community Workers

1. Identify the familiar workers in each neighborhood
2. Recognize that parents in their occupations are also community helpers
3. Recognize that being a student is his present career
4. Recognize that people have more than one job
5. Relate basic skills of computation and communication to familiar occupations

Second Grade: Community Workers -- Neighborhood Interdependence

1. Recognize that being a student is his present career
2. Recognize that career selection may be based on a hobby
3. Identify some of the attitudes, knowledge and skills needed to perform these occupations
4. Begin to recognize that individuals need special training for most careers
5. Recognize that positions are related within job families

Third Grade: Urban Workers

1. Study and identify businesses and occupations and the inter-dependency of each
2. Explore potential careers that develop from hobbies
3. Compare and contrast job opportunities in communities
4. Analyze the changing nature of career opportunities
5. Examine the health and safety standards for workers in various occupations
6. Recognize that similar jobs can be done in different businesses.
7. Analyze the contribution each worker makes to a given industry or business
8. Recognize that basic skills developed in school have a direct relationship to preparation for the world of work.

Fourth Grade: State Workers

1. Recognize the similarities and differences of workers within the state
2. Recognize the interdependence the state workers have with one another
3. Examine qualifications needed by people in different jobs
4. Examine the health and safety standards for workers in various occupations
5. Recognize that goals and responsibilities within a job may vary or change
6. Utilize mathematical knowledge to produce an item
7. Recognize that a given skill or knowledge may be applied in a number of work situations
8. Recognize that experience brings about a great efficiency and skill within a job or related work activity
9. Realize that health is a factor contributing to a worker's success
10. Recognize a personal goal or aspiration and communicate it

Fifth Grade: Workers in the United States

1. Recognize the interdependence of the regional workers throughout the United States
2. Analyze hobbies in relation to careers
3. Analyze the changing nature of career opportunities
4. Examine attributes needed by people in regional occupations
5. Recognize that certain jobs may fall within one job cluster
6. Examine the process of getting and holding a job
7. Examine how industries and jobs may change because of resources
8. Recognize that jobs have vocabularies unique to them

Sixth Grade: World Workers and Self Study to Careers

1. Examine occupations with respect to individual interests and aptitudes
2. Evaluate individual performance for classroom and home jobs
3. Explore in depth occupations which interest the individual student
4. Analyze the changing nature of occupations
5. Examine qualifications needed by workers in various jobs.
6. Relate the value of personality traits to doing a job
7. Integrate computations skills, communications skills, and design capabilities with production skills
8. Become aware that most jobs are not as simple as they seem
9. Explore jobs with cooperative sponsorship by community employers

CHARACTER DEVELOPMENT

Kindergarten: Responsible School Behavior

1. Learn to assume responsibility within the classroom
2. Comply with school standards of behavior
3. Listen to and follow directions for doing various jobs in the classroom
4. Encourage positive attitudes toward all work at home and at school

First Grade: Self Awareness--and Others

1. Learn to assume responsibility in the classroom
2. Evaluate interdependency of workers when everyone has an assigned job
3. Recognize that not all people have the same abilities or interests
4. Discuss "attitudes" about work in which we participate at home and school
5. Develop an awareness of one's own self-worth
6. Develop an appreciation of the value of all occupations

Second Grade: Classroom Responsibilities and Implications

1. Learn to assume responsibility for classroom jobs and recognize how this relates to workers' success
2. Recognize that not all people have the same abilities or interests
3. Learn to appreciate the value of school and home jobs
4. Recognize that learning is a continuous process in all occupations
5. Recognize the value of all occupations

Third Grade: Attitudes toward Work and Others

1. Assume responsibility for classroom jobs and evaluate one's performance
2. Analyze factors related to a worker's personal success
3. Demonstrate acceptance of responsibility for self by moving within the school facility without supervision
4. Analyze attitudes toward work at home and at school
5. Develop realistic goals in light of interest and abilities (lightly)
6. Develop helathy attitudes toward success and failure
7. Develop healthy attitudes toward change in our society
8. Evaluate the interdependency of workers in a work situation when everyone has an assigned job
9. Recognize that others have worth with their special talents, interests, and personalities

Fourth Grade: Personal Attributes to Performance

1. Analyze personal attributes related to employability factors
2. Evaluate the performance of assigned jobs in the classroom
3. Develop problem-solving skills in relation to everyday problems
4. Develop self-evaluation of classroom performance

Fifth Grade: Personal Attributes to Employability Factors

1. Explore interrelationships between attitude, ability, experience and performance
2. Evaluate personal attributes related to employability
3. Develop good health habits necessary to a worker's success

Sixth Grade: Personal Attributes to Occupational Interests

1. Analyze personal interests and aptitudes
2. Relate specific interests and abilities to occupations
3. Relate the value of personality traits to doing a job

CONSUMER ECONOMICS

Kindergarten: Wants and Choices

1. Begin to recognize nature of wants for goods and services
2. Learn to assume responsibility for personal possessions
3. Begin to appreciate the element of choice

First Grade:

1. Recognize importance of goal-setting as a way of establishing priorities on personal and family needs (food, shelter, clothing)
2. Develop an awareness of the necessity for respecting and caring for the property of others
3. Identify goods and services produced in the community
4. Identify various rewards for performing work
5. Learn to identify coins
6. Examine the concept of taxes in relation to community services
7. Begin to appreciate and comprehend the element of choice as a consumer

Second Grade:

1. Learn to identify with role of producer and consumer
2. Become familiar with concept of supply and demand
3. Begin to learn to evaluate information available in decision-making
4. Learn to make value comparisons with coins
5. Expand on development of concept of taxes as a way of providing education, postal services, police and fire protection, etc.
6. Begin to recognize concept of savings as a way to reach financial goals.

Third Grade:

1. Begin realization that the real cost of satisfying a want is the thing foregone
2. Begin to appreciate role competition plays in relation to business and industry
3. Analyze how specialization and division of labor affects the quality or quantity of goods produced
4. Begin to develop concept of interest as relative to savings

Fourth Grade:

1. Analyze and evaluate the contribution and interdependency of industries or businesses
2. Analyze family income in relation to consumer choices
3. Develop an awareness of the economic advantage of hobbies as a vocation

Fifth Grade:

1. Develop concept of savings relative to business expansion
2. Become aware of the specialization among nations
3. Develop appreciation for the importance of world trade
4. Recognize interdependence of economic systems throughout the states and other countries

Sixth Grade:

1. Examine the economies of other countries
2. Learn to evaluate economies of other countries in relation to our own
3. Become familiar with the concept of profit sharing - stocks and bonds
4. Develop an awareness of individual and family decision-making

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At the elementary level, "real life" has been brought into the classroom through resource speakers from the community and tours into business and industry as they relate to a specific area of study. Audio-visual materials and references from the career education library have been used to initiate or to complement a particular area of study.

Other activities which have been successful are role playing, the use of simulation games and the use of different art media. Long term inter-disciplinary projects such as (1) the World of Work Days, (2) mini-workshops, (3) mass production units, and (4) a mini-house project have been successful in stimulating student interest and learning.

The amount of time devoted to career education is difficult to isolate and measure. It has been stressed to teachers that career education is not necessarily something to be allocated to a specific time slot but should be fused and correlated with the existing curriculum.

The amount of time spent on career education varies with the individual classroom teacher. At the elementary level, there are special projects which require considerable student time during a specific period. As resource speakers are brought in or as tours are taken, the amount of time fluctuates. Further, career education information can be worked subtly into whatever is being studied so that there is no way of measuring in concrete terms, the specific amount of time spent.

Career Education, Grades 7-9

At the junior high school level, the emphasis is on general exploration through classroom activities in which students have an opportunity to experience the nature of selected occupations.

Exploratory courses have been broadened to permit students to explore most of the occupational clusters. These courses are not intended to develop skills for entry level jobs, but rather to acquaint students with the problems and methods of many occupations and the interdependent roles of people in all careers. With these experiences, the student should be able to evaluate the opportunities and requirements for a career in his chosen occupation and to make better judgments concerning the courses he should take in school to prepare for this occupation. For the most part, these exploratory courses have been integrated into the curricula of the industrial arts and home economics programs.

Industrial Arts

The industrial arts program has been revised to use the new IACP (Industrial Arts Curriculum Program) concepts. In the fall of 1971, the "World of Construction" phase of the IACP program was adopted for use at the junior high school level. During 1971-72, all three of the junior high schools will have implemented this program as a one-year, required course for seventh grade students. The topics to be covered in this course are shown on the following page.

COURSE: WORLD OF CONSTRUCTION
Grade Level - Seventh

Concepts and Skill Experiences

WORLD OF CONSTRUCTION

Table of Contents

Man and Technology
Construction Technology
Applying Technology to People
Managing Construction
Beginning the Project
Selecting a Site
Buying Real Estate
Surveying and Mapping
Soil Testing
Designing and Engineering Construction Projects
Identifying the Design Problem
Developing Preliminary Ideas
Refining Ideas
Engineering the Designs
Selecting the Design
Making Working Drawings
Writing Specifications
The Designing and Engineering Cycle
Selecting a Builder
Contracting
Estimating and Bidding
Scheduling
Working as a Contractor
Collective Bargaining
Hiring Construction Personnel
Training and Educating for Construction
Working Conditions
Advancing in Construction
Construction Production Technology
Getting Ready to Build
Clearing the Site
Locating the Structure
Earthmoving
Handling Grievances
Stabilizing Earth and Structures
Classifying Structures
Setting Foundations
Building Forms
Setting Reinforcement
Mixing Concrete
Placing and Finishing Concrete
Completing Foundations
Building Superstructures
Building Mass and Masonry Superstructures
Erecting Steel Frames
Erecting Concrete Frames
Building Wood Frames
Installing Utilities
Installing Heating, Cooling, and Ventilating Systems
Installing Plumbing Systems
Installing Piping Systems
Installing Electrical Power Systems
Installing Electrical Communications Systems
Making Inspections
Mediating and Arbitrating
Enclosing Framed Superstructures
Roofing
Enclosing Exterior Walls
Striking
Insulating
Applying Wall Materials
Applying Ceiling Materials
Laying Floors
Finishing the Project
Painting and Decorating
Installing Accessories
Completing the Site
Transferring the Project
Servicing Property
Building Dams
Bridge Building
Road Building
Building Skyscrapers
Constructing in the Future
Constructing Housing
Your Dream House
Selecting and Purchasing a Lot
Planning the Living Space
Preparing Working Drawings
Writing Specifications
Financing and Contracting
Building the Substructure
Building Walls
Building Floors and Ceilings

Building Roofs
Enclosing the Exteriors
Roughing in Utilities
Working on the Interior
Completing the House
Landscaping Homesites
City and Regional Planning Factors
Planning Community Services
Housing People
Planning Business Facilities
Planning Schools and Recreational Facilities
The Economics of Community Development
Managing Community Development

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Plans have been completed for implementing two additional parts of the IACP program in the fall of 1973. These are "World of Manufacturing" and "Materials and Processes," and are designed as elective courses for 8th and 9th grade boys.

Throughout the IACP program, the emphasis is on concepts rather than skill development. Students generally work on activities in crews of 4-6 students each. At the beginning of an activity, a foreman is elected or appointed to supervise the work of the crew. At some time during the year, classes are divided with "labor" and "management" and engage in labor-management negotiations.

Home Economics

The home economics curriculum at the junior high school level has been planned around three courses. These are (1) Designs for Living, (2) Teen Topics I, and (3) Teen Topics II. These are sequential in that each provides more depth of experience in selected areas than the one preceeding it. These three courses will be implemented in the fall of 1973.

"Design for Living" is a one-year required course at the seventh grade level. The units are short and designed for student involvement in exploratory

activities. Each unit is intended to be an introduction to some facet of living which will arouse the student's interest and encourage him to pursue more study in depth at the eighth and ninth grade levels. Interwoven in each unit will be a study of career and consumer education along with the principles of management.

"Topics for TeensI" is an elective, one-semester course for eighth and ninth grade students. This course is designed to help the student form more mature relationships with age mates and to acquire a set of values to guide his behavior. The course covers all areas of home living to provide a broader background of knowledge.

"Topics for Teens II" is an elective, one-semester course for ninth grade students. Because the content is sequentially organized, "Teen Topics I" is a prerequisite for this course. The course is designed to help students accept themselves, prepare for a future family life and an occupation and to further develop a value pattern to guide their behavior.

The articulation among these three courses is shown in the following table:

Areas of Instruction	Units Included In:		
	Design for Living	Teen Topics I	Teen Topics II
Family Living	Focus on Family	Money-Time Management	Shopping Sense
Foods	Kitchen Capers	Food - Our Business	Foods for Hospitality
Growth	Talents with Tots	Boy-Girl Relationships	Careers and Vocational Planning
Clothing	Seam Schemes	Get Ready-Get Set-Sew	Wardrobe Planning for Individuality
Personal Development	Project-You	Keeping Clothes Wearable	Figures and Fabrics
Housing	Bedroom Beauty	Creative Homes	Sharing and Caring for Homes

In addition to the revisions that have been implemented or are planned for the coming year, student projects in the common learning area at the junior high school level use career education materials for research about specific occupations. Resource speakers and tours for common learning teachers are arranged to fit specific subject areas and time schedules.

Career Education, Grades 10-12

Work-Study Program for Special Education

During the spring semester of 1971, the Lawrence High School Work-Study Program for Special Education (Educable mentally retarded) became

involved in the vocational exemplary grant. The initial involvement was a one-quarter time teacher to serve as on-the-job training coordinator.

This program is designed to prepare the student for adult life upon graduation from high school. Each phase of the program is concerned with the development of behavior for an independent role in an adult society.

The first project was a student operated "ditto service" which served the high school staff. This service included picking up the master copy, running the desired number of copies, collating and delivering the finished materials to the proper person. This service was considered successful and was continued in the 1971-72 year.

Efforts are made to involve the student in the regular school curriculum through enrollment in selected course offerings, participation in extra-curricular activities and by structuring the academic and vocational program as closely as possible to those offered in the regular school. Emphasis is placed on the reinforcement of academic and social skills during the 10th and 11th grades. During the senior year, the emphasis for some students is shifted to work experience through supervised on-the-job training and a combination of supervised on-the-job training and skill reinforcement for others.

Probably, the program can best be described as departmentalized instruction grouped by either ability, class, or sex. Two exceptions to this are personal development (a phase of vocational training) and job related areas which are team taught. The staff includes two teachers and an on-the-job training coordinator.

To fill a training need in an employment area where frequent job vacancies exist, a laundry program was initiated in the 1971-72 school year. The laundry was responsible for laundering all towels used in the high school physical education and athletic departments. Six students were employed and salaried through receipts of money from the service and through cooperation with the Neighborhood Youth Corps in-service program. One student served as a student supervisor, four worked for one or two hour shifts and one served as a student bookkeeper. The bookkeeper was assigned from distributive education. The other five were assigned from the special education program.

The enrollment in the work-study program was 29 students distributed as follows:

Grade	Male	Female
10th	8	4
11th	9	2
12th	4	2

Nineteen of these students were enrolled in elective courses from the regular classes for one or two hours per day. Three were considered full-time employees on their community job stations. Eight others were employed on off-campus job stations for two to five hours daily. The remainder had on-campus job stations for one to two hours daily in the work-study classroom.

The on-the-job training coordinator was employed full-time during the 1971-72 school year. In addition to supervising all special education student-clients (enrolled in the program, recently terminated, or graduated) in their

job stations and supervising the laundry facilities, the on-the-job coordinator organized vocationally oriented field trips, arranged speakers for all special education secondary classes and taught a course in placement procedures to all sophomores in the program.

The House "I" Project

This project was developed as a coordinated work experience for as many high school groups as possible. It consists of the planning and reconstruction required to renovate an older home for resale. The purchase of this house by the school was made possible through the cooperation of a school-community corporation known as "Pride, Inc." The House "I" project will be coordinated by the directors of vocational education and career education.

Planning and drafting will be done by architectural drawing classes. Interior decorating will be planned by home economics classes, and landscaping will be planned by landscaping classes in the agriculture department.

On-the-job work will be done by pre-carpentry or special education students. It is planned that students will share in any profits realized from the sale of the completed project.

Other Vocational Programs

Prior to the beginning of the exemplary program in career education, Unified School District 497 operated several vocational programs at the senior high school level.

These programs are not involved in the exemplary program, and no attempt has been made to evaluate them in this report. They are listed here to complete the description of opportunities available to students. As the career education program progresses, it is hoped that these classes will share in the advantages through increased enrollments and greater status for vocational education.

The vocational classes offered outside the exemplary program and the enrollments as reported to the State Division of Vocational Education are:

Class	No. of Instructors or Coordinators	Enrollment
Distributive Education	1	21
Office Education	2	78
Cooperative Industrial Education	1	53
Auto Mechanics	1	31
Data Processing	2	99

Special vocationally oriented classes are operated under the TRADES program. The title TRADES stands for "Training and Related Academics Designed for Economic Success." The purpose of this program is to provide for the special needs of students who are classified as potential school dropouts.

The TRADES program is self contained and is housed off-campus from the high school. Students have course work in language arts and social science in addition to those courses designed to develop a salable skill.

In 1970-71, this program was partially funded under the exemplary grant. In 1971-72, it was funded from monies for the disadvantaged and is no longer considered to be a part of the career education program. Vocational classes offered and the approximate enrollment are:

Food Service	20 students
Health Occupations	12 students
Educational Aides	18 students
Pre-Carpentry	15 students

EVALUATION

The evaluation of the career education program in Unified School District 497 was designed around the three categories of (1) quanitative evaluation, (2) qualitative evaluation and (3) product evaluation. It is recognized that these categories may overlap somewhat and may be interrelated to some extent.

Quanitative Evaluation

In this category are those activities and criteria which indicate an extension of the program or an attempt to involve more people in the career education program. The activities were:

Increases in Student-Teacher Participation. In 1971-72, it was estimated that approximately 75% of the elementary teachers and 20% of the junior high school teachers participated in career education to some extent. In 1970-71, the career education program had barely progressed beyond the planning stage so that practically all of this participation is attributable to the activities of the career education staff during the 1971-72 school year. The implementation of the first phase of the IACP curriculum in junior high school industrial arts classes involved an enrollment of approximately 325 students in career education at the seventh grade level.

Extension of the Program. The following programs are planned for the late spring and summer of 1972. They are not directly a part of the exemplary program in that they are funded from sources other than the

exemplary grant. To a large part, however, they have resulted from the interest and enthusiasm generated by the career education program, and the career education staff has been actively involved in the planning and will be involved in the implementation of these activities.

Summer School Program

This is an eight week exploratory course for 15 to 17 year olds which teaches employability skills, consumer skills and related instruction in the morning. Students will be employed in the afternoon. Students may choose up to four interest areas to explore for two weeks each from the following options:

Commercial Food Service	Health Occupations
Construction and Carpentry	Home Economics
Data Processing	Mechanics and Repair
Electronics and Repair	Office and Business

Child Care Summer Program

This is an eight week summer course for 10 to 12 girls of high school age. Students will receive three hours of instruction a day in child development, consumer and employability skills as related to day care opportunities. Funds for employment will be provided by Neighborhood Youth Corps.

Liaison With Explorer Scouts of America

This organization is beginning a new career oriented program for high school age boys and girls. They are arranging for various career stations in the community in which to place students. In coordination with the guidance offices, a survey will be taken this spring of all 9th through

11th grade students concerning their career interests. This information can then be used by the exemplary program and by each student's counselor as part of his permanent record.

Career Fairs. Two career fairs have been held during the 1971-72 school year. In these, exhibitors are encouraged to provide demonstrations, "worker" personnel, movies, etc., to stimulate student interest.

The Medical Career Fair in the fall provided over 500 visitors with more than 60 job representatives from all levels of the medical field. The Construction-Manufacturing Career Fair held in the spring was equally successful. This fair included mobile home and concrete mixer tours and attracted many students, teachers, and persons from the community.

Pride Incorporated. Pride, Inc., stands for "Projects requiring imagination, desire, and enthusiasm." This is a corporation involving approximately 25 local people who are stockholders. The purpose of the corporation is to assist the school with the financing of innovative projects in career and vocational education. The first project was the purchase of a house to be rennovated and rebuilt. Twelve persons gave $100 each, and the corporation borrowed another $9,500 to finance this project. In effect, this becomes a revolving fund. When this house is completed and sold, the proceeds can be used for other projects.

The career education staff in Unified School District 497 was very active in disseminating information about their program. Between September 3, 1971 and March 21, 1972, twenty eight presentations were made to groups within the community. The distribution of these groups and the numbers of persons involved were:

Type of Presentation	No.	No. of Persons
Visitations from educators and local school districts	12	96
Presentations at Service Clubs	3	220
Presentations before educational groups such as PTA's, student teachers, teachers, etc.	18	634

Six presentations were made to groups outside the community. These groups and the numbers of persons involved were:

Type of Group	No. of Persons
State Vocational Counselors Conference, Emporia	40
State Advisory Council for Vocational Education Public Meeting, Topeka	75
Regional Vocation Conference, Salina	75
Washburn - Auburn KNEA	40
Kansas State University, Home Economics Class	50
Several Topeka Schools, (Informal group meeting)	15

In addition to these presentations, booths were maintained at the Kansas National Education Association convention in Topeka and at the State School Boards convention, Topeka.

Qualitative Evaluation

In this category are the activities which can be assumed to have improved the quality of the career education program. These activities were:

Career Education Information Center. The Career Education Infor-

mation Center was established in one of the conference rooms at the Lawrence High School. This is a browsing area for student use. It is equipped with a variety of career information in the form of references, audio-visual materials, and simulation games.

It also includes the K-VIEW (Kansas Vocational Information for Education and Work) equipment. This is a student-operated system using a data card with a microfilm aperture. Cards for selected occupations can be inserted in the "reader-printer" and the student can read up to 4 pages of information pertaining to the occupation. If permanent copies of the information is desired, the equipment will produce an immediate "print-out" for his use.

The high school counselor in charge of this center has also been active in organizing small groups of high school students with resource speakers and in providing opportunities for high school students to meet in small career education seminar groups.

Curricular Revisions. During the 1971-72 year, major revisions were made in the junior high industrial arts and home economics curricula. The "World of Construction" curriculum was implemented in each of the three junior high schools and plans were finalized for implementing the "World of Manufacturing" and "Materials and Processes" during the 1972-73 year.

In home economics, plans were completed for implementing three new courses at the junior high school level in 1972-73. The courses are "Design for Living," "Teen Topics I," and "Teen Topics II."

In addition, many teachers, particularly at the elementary and junior high school level, have revised their curricula to include elements of career education.

Revisions in Procedures. As career education progressed, a major revision was made in policies regarding the use of community resources. Teachers were encouraged to depend less on the career education staff and to act independently in arranging resource speakers and community tours through their own school. The career education staff functioned as a source of information and assistance where necessary.

Improvements in Physical Facilities. During the 1971-72 year, several improvements were made in the facilities for career education. The "World of Construction" curriculum implemented in the junior high schools required approximately $11,000 for remodeling, tools, and instructional supplies.

The Career Information Center in the Senior High School was established by remodeling one of the conference rooms in the high school library to provide shelving and storage facilities for career education and vocational guidance materials. A full complement of these materials including the K-VIEW system was installed.

The basement of the high school was remodeled to provide a laundry facility for special education students. This facility provides on-the-job work stations for six students on a rotating basis.

Utilization of Community Resources. Resource speakers and community tours were used extensively in the career education program.

Between April, 1971, and March, 1972, the career education staff arranged for 88 community tours and 188 resource speakers for the elementary schools. These covered a wide range of occupations, employment situations, educational institutions, and cultural activities in the community.

Program-Community Interaction. To link the career education program to other sectors of the Lawrence community, teachers and the career education staff have involved parents as aides in career education projects and as resource persons both in the classroom and on-the-job.

The career education staff is represented on the education committee of the Chamber of Commerce and career education has been enthusiastically supported by the membership of the Chamber.

Parents were utilized in the following activities:

1. To provide feedback to assist in refining goals and revising the program.
2. To serve on a Parent Advisory Council.
3. To help with student transportation.
4. To work as teacher aides on World of Work projects.
5. To serve as resource speakers in the classroom.
6. To assist with community tours.

Businessmen, civic organizations, and other community leaders were utilized to:

1. Serve as resource speakers.
2. Host community tours.
3. Provide career education materials.
4. Assist with secondary career fairs.

5. Assist in Business-Industry-Education week.

6. Assist with teachers in-service education by serving as resource speakers and hosting teacher tours.

The University of Kansas has cooperated with the career education program by:

1. Providing in-service education through an Economic Education Workshop and a Simulation Learning Workshop to be held this summer.

2. Assisting in the sponsorship of Business-Industry-Education Week.

3. Organizing an environmental science workshop for senior high students and teachers.

4. Providing research assistants to help on curriculum projects.

5. Assisting with the planning and evaluation of test instruments and the computerization of test results.

In-Service Education. The following in-service education was conducted during 1971-72.

Occupations Education. 2 sections; 86 enrolled. This class was offered by Kansas State University, Manhattan, Kansas, and carried 3 hours of graduate credit. An outline of the activities included as an example on page 45 .

Career Education Workshop. 2 sections; 62 enrolled. This was a $1\frac{1}{2}$ day workshop conducted by the staff of Kansas State University, Manhattan, Kansas. Emphasis was on career education, group dynamics and the development of learning packages by teachers for use in their classrooms.

Elementary World of Work Workshop. 1 section; 36 enrolled. This was a four-day workshop for elementary teachers. Activities included the

development of curriculum and teaching materials, tours and resource speakers.

Consumer Education Workshop. 1 section; 29 enrolled. This was a four-day workshop dealing with consumer problems. This workshop features resource speakers, films, and discussions in the area of the teacher's interest.

OCCUPATIONS EDUCATION CLASS

Organizational meeting - Introduction to Class

Dr. Robert Meisner - Kansas State University
Lecture on Trends in Career Education and the Cluster Concept

Mr. Jack Parr - Success Motivation Institute, Inc.
"Developing A Positive Self-Image"

Elementary and Secondary:
Presentation by Kansas City Exemplary Staff about their program.
Presentation by Mr. J. Lester Hooper on Clay Center program.

Home Economics:
Presentation by State Department Representatives,
Miss Carol Oberle and Mrs. Elizabeth Mettling.

Mr. Don Strait - Kansas State Department
"Writing Measurable Behavioral Objectives"

Elementary released time - Visitation of Career Education Library
Monday through Friday after school.

Secondary - Panel of representatives of three occupational clusters.

Home Economics - Curriculum meeting.

Secondary released time - Visitation of Career Education Library
Monday through Friday after school.

Elementary - Sharing Activities and Planning.

Educational Tour to Representative Area-Vocational Technical School.

Mini-tours - Monday/Tuesday (no class session)
Tours of businesses and industries in small groups.

Elementary - Sharing Activities and Planning
Secondary - Attendance at November 4 Adult Education Class
"Law for the Layman"
Professor Barkley Clark - "What Do You Do With A Lemon"

Sharing Activities and Planning

Higher Education Panel - representing: Area Vo-Tech School
Junior College
University and/or 4-year college
Business College/Beauty School, etc.

Sharing and Culminating Activities
Projects Due.

Industrial Arts Instructors' Workshop. Industrial arts instructors attended a 3-week workshop at Kansas State College, Pittsburg, Kansas, in preparation for the implementation of the IACP curriculum in industrial arts.

Faculty Meeting Presentations. Presentations were made at faculty meetings by the career education staff to orient the faculty to the concepts and ideas of career education and to the services available from the program.

In-Service Day. 50 attended. A presentation of materials and slides on career education was given to elementary teachers in two, one-hour sessions. Teachers were given an opportunity to discuss and exchange new ideas about career education.

Graduate Problems Class. 1 section; 8 enrolled. Teachers planned and wrote a unit related to career education that they could use in their own classroom. Three hours of graduate credit was given by Kansas State College, Manhattan.

Business-Industry-Education Week. This project is essentially an in-service program to orient teachers to the world of work and business and industry to the problems of education. It was jointly sponsored by Unified School District 497, The Lawrence Chamber of Commerce, and the Kansas University Schools of Education and Business.

This project features tours of local businesses on Monday through Thursday. "Shop Talk Forums" were held in the high school cafeteria in which all persons concerned could meet and discuss problems. On the last day, Unified School District 497 was host to representatives of business and industry for a career education show. This show presented an overview of the career education program and tours of the school's facilities.

The Business-Industry-Education week was a highly successful project. The City Council of Lawrence declared this to be "Career Education Week" and the local press gave excellent coverage to the program.

In addition to the in-service education already completed, the following workshops are planned for the summer of 1972 and are within the reporting period covered by this evaluation.

World of Work Workshop. This will be a one-week workshop. One hour of graduate credit will be available from Kansas State University, Manhattan, Kansas. At present, it is planned that this course will include resource speakers, tours, group dynamics, the development of learning packages, and demonstrations by elementary students in career education.

Economic Education Workshop. This will be a three-week workshop. The planned content at present is Economic Concepts, Materials Orientation,

and Curriculum Development. Three hours of graduate credit will be given by Kansas University, Lawrence, Kansas.

Simulation Learning Workshop. This is a two-week workshop for teachers in grades 5 through 9. The workshop will be conducted in three stages covering (1) philosophy and rationale for games in the classroom, (2) examination and experimentation with games developed by others, and (3) the development of career education games for individual classrooms. Two hours of graduate credit will be available from Kansas University, Lawrence, Kansas.

Career Education Materials. Considerable progress was made in acquiring career education materials. Practically all of these acquisitions are attributable to the exemplary project. The following is a brief summary of the materials maintained for teacher use.

Self Awareness and Character Development (Elementary)

Kits - Developing Understanding of Self and Other (DUSO kit with puppets)

American Guidance Services, Inc., primary

Focus on Self Development, Science Research Associates, primary

Filmstrips -

Nine film strip series are available covering a total of 52 topics on the development of personality, value systems, social contacts, occupational planning, etc.

Careers (Elementary)

Books - Eleven book series pertinent to career education are available. These series cover 215 topics on careers.

Filmstrips - Twenty-seven film strip series are available. These

series cover a total of 189 topics on careers or on information related to careers.

Study Prints - Eight of these are available on information related to careers.

Free Pamphlets - Seven pamphlets on careers and the world of work are available. Multiple copies are available on most of these.

Consumer Education (Elementary)

Filmstrips - Seven filmstrip series are available covering approximately 50 topics on consumer problems.

Pamphlets - Seven pamphlets dealing with consumer education are available. Multiple copies are available for most of these.

Booklets - Miscellaneous booklets are available including the child's world of choices, teaching elementary industrial arts, etc.

Secondary Career Education Materials

Kits -

World of Work, Readings in Interpersonal Relationship 7-12, McGraw Hill fiction stories about getting, keeping and advancing on the job.

Widening Occupational Roles Kit (WORK) 6-9 SKR Jr. Occupational Briefs describe 400 occupations in colorful, factual stories of authentic work situations.

Careers for High School Graduates 7-12 SPA Jr. Occupational Briefs.

Careers for Women 7-12 SRA Jr. Occupational Briefs

Occupational Exploration Kit 9-12 SRA Occupational Briefs, through description of qualifications, earnings, outlook, future references.

Job Experience Kit 8-12 SRA 20 Work simulation experiences, problem solving approach; some with tools.

Books - Nineteen different booklet series, workbooks and guides are available. These materials cover from one to twenty topics on career education. Multiple copies of most are available.

Filmstrips - Seven filmstrip series are available covering 60 different topics on career education.

Miscellaneous Materials - These include:

Simulation Games from Western Publishing Company on Life Career, Democracy, and Ghetto.

Card Packets from Interstate Publishers on Applying for a Job and Succeeding on the Job.

Secondary Consumer Education And Economics Materials

Filmstrips - Five film strip series are available on consumer education and economics. These series cover a total of 43 topics.

Books - Six different series of booklets, workbooks, and teacher guides are available. These series cover a total of 39 different topics on consumer education.

Kits -

A Resource Kit for Teaching Consumer Education, Changing Times Education Service, budgeting, earning, spending, saving, borrowing (Transparencies, Student Activities, etc.)

Teacher's Kit - a one-week advanced teaching unit on consumer credit.

Curriculum Guides -

Teaching a Course in Personal Economics

Teaching Personal Economics in the Social Studies Curriculum

Teaching Personal Economics in the Home Economics Curriculum

Oklahoma - Consumer Education: The Management of Personal and Family Financial Resources

New Horizon - A Short Course in Home Appliances

Family Life Education - Grades 9-12

Emotional, Biological, Social, Cultural and Economic Development

Games -

Managing Your Money Game - Cuna Mutual Insurance Society - 10+

Economic System - Simulation Game - Western Publishing Company

Consumer - Simulation Game - Western Publishing Company

Pamphlets - Five different pamphlet series are available from commercial and governmental agencies. These series cover a total of 14 topics on consumer education and economics. On most of these, sufficient copies are available for classroom sets.

Product Evaluation

At present, there is little objective evidence upon which to evaluate the student outcomes of the career education program. This section describes the progress that has been made in developing a measuring device for this purpose.

In the fall of 1971, a search for a suitable evaluation instrument to measure desirable student outcomes in career education failed to produce any very satisfactory testing device. As a result, the career education staff working with the University of Kansas as a consultant, produced a test to be used at the elementary level.

The following were chosen from the goals of the program, as objectives that could be measured by such an evaluation instrument.

1. Students on the elementary level will be exposed to many different types of occupations as measured by the number of tours taken and resource people brought into the classroom.

2. Students on the elementary level will demonstrate an increasing awareness of and knowledge of many different occupations through subjective evaluation by the teacher and an objective instrument designed to measure the knowledge.

3. Students on the elementary level will demonstrate an attitudinal change toward a variety of occupations which will be measured by an evaluation instrument.

4. Students on the elementary level will demonstrate an increasing respect for a variety of occupations on all levels.

5. Students on the elementary level will demonstrate a broadened interest in many new and different careers as measured subjectively by the teacher and objectively through a special instrument.

In the fall of 1971, a pre-test using this evaluation instrument was given to elementary children involved in career education. It is planned to give a post-test to the same group in the spring of 1972. Unfortunately, these post-test data will not be available until early summer and cannot be included in this report.

A similar group of students from Manhattan, Kansas, is used as a control group. As soon as data are available, an analysis will begin to determine the validity and reliability of the test. This evaluation instrument is included on the following pages.

Dear Teacher:

The Career Education Pupil Scale is an important part of the evaluation materials and we feel it must be included to give important data. We realize it will take some of your valuable time to do these individual reports as you carefully think through the catagories for each student, yet we feel these reports have value for both of us. The reasons we want the report are as follows:

1. To make a comparison between the individual ranking a student gives himself both socially and academically and the ranking the teacher gives him on this instrument.

2. To make a comparison between this Fall and next Spring to determine whether any improvement has been made which may be due to multiple factors. However, in a few cases already this Fall we have seen some improvement due to world of work activities. We need some hard data to back this up even if it only involves a very few cases.

3. To see if there are any relationships between the types of jobs the student either knows about or would like to know more about and his social ranking.

4. To see if there is any relationship between the student's intelligence level and the jobs he knows about or would like to know more about.

5. To give the teacher some useful feedback and insight regarding her students as she analyzes them for this report.

Please only put the student's number on his test so that we will identify him by number only.

Thank you for helping us with this data. You can send these tests to us within a two week period after the administration of the first instrument.

Number ----------

OCCUPATIONS I CAN THINK OF

DIRECTIONS: Write the names of all the occupations that you can possibly think of. Ideas for this would be: Your father's job, mother's job, neighbor's job, and jobs in the community.

Example: Policeman

You may put this answer beside number 1.

You will have ten minutes to do this test. When you are finished, put your pencil down and wait for further instructions. Your teacher will tell you when to begin.

1.	21.
2.	22.
3.	23.
4.	24.
5.	25.
6.	26.
7.	27.
8.	28.
9.	29.
10.	30.
11.	31.
12.	32.
13.	33.
14.	34.
15.	35.
16.	36.
17.	37.
18.	38.
19.	39.
20.	40.

Number ----------

DO YOU KNOW THESE JOBS?

DIRECTIONS: There are several groups below with the names of different occupations listed and the definitions of what they do. Your teacher will read the names of the occupations but she may not answer any questions about what the worker does in that job. Match the name of the job with the proper definition by placing the letter of that definition beside the correct name. If you haven't heard of that job, then LEAVE IT BLANK.

Example: ___ Santa Claus

A. Puts boys and girls to sleep
B. Brings gifts to boys and girls at Christmas

You would put B beside the name since B is the correct definition of that occupation.

The teacher will tell you when to begin. You will have time to finish this test.

GROUP A

___ Accountant	A. Puts out fires and handles emergencies
___ Chef	B. Works with families to provide better living conditions
___ Rancher	C. Works on money records for a business or the government
___ Firefighter	D. Helps a person with his problems and helps him plan for the best job for him
___ Plumber	E. Receives money from the customers for goods they buy
___ Social Worker	F. Designs and constructs maps
___ Cartographer	G. Also known as a cook who fixes the meals in a restaurant or hospital
___ Counselor	H. Installs and repairs pipe systems which carry water or gases
	I. Fixes appliances for homes and businesses
	J. A person who owns a large farm where cattle, sheep or horses are raised

STOP. Lay down your pencil and quietly wait for instructions from your teacher.

GROUP B

___ Lawyer	A. Works with farmers and ranchers to preserve the grasslands
___ Architect	B. Also known as a Doctor who treats those who are ill or in poor health
___ Commercial Artist	C. Also called a beautician who shampoos, cuts, sets, tints hair, and gives other services
___ Physician	D. Helps people obtain their legal rights
___ Anthropologist	E. Manages and helps to protect woodlands, wildlife and recreational areas
___ Serviceman	F. Plans and designs buildings on paper
___ Forester	G. Applies proper make-up for persons appearing on television
___ Cosmetologist	H. Studies man and his earliest beginnings
	I. Creates work to be shown in the newspaper, in magazine advertisements and on television
	J. Assembles, installs, and repairs equipment for the homeowner or businessman

STOP. Lay down your pencil and quietly wait for instructions from your teacher.

60

GROUP C

___ Civil Engineer	A. Helps to plan the layout for an attractive community
___ Sanitation Worker	B. Helps to build the wooden part of buildings
___ Broadcast Technician	C. Helps set land boundaries by measuring it
___ Carpenter	D. Sets up and operates the equipment to record a program for radios or TV
___ Physical Therapist	E. Studies weather information to make forecasts
___ Custodian	F. Designs and builds roads, airports, bridges, etc.
___ Meterologist	G. Helps to safeguard our health by helping to keep our city clean
___ City Planner	H. Works with crippled patients to help them become able to do things for themselves
	I. Also known as a janitor who helps keep a building clean
	J. Plans and directs a radio or television show

THIRD AND FOURTH GRADERS: STOP HERE. FIFTH AND SIXTH GRADERS: CONTINUE

GROUP D_a

___ Advertising Copywriter	A. Runs the big machines that steam and iron clothes
___ Clergyman	B. Also known as a minister or a priest who conducts services in a church
___ Podiatrist	C. Makes up the slogans that make people want to buy the product
___ Gazier	D. Helps to safeguard the cleanliness of the food, air and liquids around us
___ Home Economist	E. Studies the structure, composition and history of the earth's crust
___ Geologist	F. Treats diseases and deformities of the feet
___ Sanitarian	G. Cleans and polishes the teeth
___ Printing Pressman	H. Cuts, fits and installs glass and windows
	I. Runs the big machines that put the news on newspapers and other papers
	J. Works to improve products and services for the family

STOP. Lay down your pencil and quietly wait for instructions from your teacher.

WHICH JOBS WOULD YOU LIKE TO HAVE THE MOST WHEN YOU GROW UP

AND

WHICH JOBS WOULD YOU LIKE TO HAVE THE LEAST?

DIRECTIONS: In each group there are five different kinds of jobs listed. Your teacher can pronounce the name of the job for you but she cannot tell you what it is that they do on that job. For this test do the following things:

B = Put this letter before the name of the job you would like to have the MOST in each group.

X = Put this letter before the name of the job you would like to have the LEAST in each group.

Be sure there are only two marks in each group. The teacher will tell you when to begin. You will have time to finish this test.

GROUP 1

___ Photographer
___ Automobile Salesman
___ Barber
___ Bricklayer
___ Truck Driver

GROUP 2

___ Physician (Doctor)
___ Electrician
___ Shoe Repairman
___ Librarian
___ Geologist

GROUP 3

___ Cashier
___ Airline Pilot
___ Teacher
___ Veterinarian
___ Minister - Priest

GROUP 4

___ Waitress or Waiter
___ Automobile Repairman
___ Chef (Cook)
___ Carpenter
___ Plumber

GROUP 5

___ Beautician
___ Counselor
___ Nurse
___ Farmer
___ Jewelry Repairman

GROUP 6

___ Accountant
___ Optometrist
___ Laboratory Technician
___ Sanitation Worker
___ Telephone Lineman

GROUP 7

___ Social Worker
___ Newspaper Reporter
___ Architect
___ City Mayor
___ Chemist

GROUP 8

___ Radio Announcer
___ Lawyer
___ Advertising Worker
___ Home Economist
___ Painter

GROUP 9

___ Television Worker
___ Policeman
___ Dentist
___ Fireman
___ Secretary

NOW: Circle the name of the job you would like to have the most of all!

JOBS I DON'T KNOW ABOUT — JOBS I WANT TO FIND OUT ABOUT

DIRECTIONS: For this page do the following things:

X = Put this letter before the names of the jobs that you have never heard of before.

Put a circle around the name of FIVE jobs that you would like to learn more about.

Be sure to answer the questions at the bottom of this page!

____ Photographer	____ Waitress or Waiter	____ ____ Social Worker
____ Automobile Salesman	____ Automobile Repairman	____ Newspaper Reporter
____ Barber	____ Chef (Cook)	____ Architect
____ Bricklayer	____ Carpenter	____ City Mayor
____ Truck Driver	____ Plumber	____ Chemist
____ Physician (Doctor)	____ Beautician	____ Radio Announcer
____ Electrician	____ Counselor	____ Lawyer
____ Shoe Repairman	____ Nurse	____ Advertising Worker
____ Librarian	____ Farmer	____ Home Economist
____ Geologist	____ Jewelry Repairman	____ Painter
____ Cashier	____ Accountant	____ Television Worker
____ Airline Pilot	____ Optometrist	____ Policeman
____ Teacher	____ Laboratory Technician	____ Dentist
____ Veterinarian	____ Sanitation Worker	____ Fireman
____ Minister - Priest	____ Telephone Lineman	____ Secretary

Answer the following questions the best way you know how. Put a check mark by your answer.

In my school subjects I am:

____ one of the best
____ above average
____ in the middle or below

In school I have:

____ many friends
____ some friends
____ no friends

No._____

LAWRENCE CAREER EDUCATION PUPIL SCALE

ACHIEVEMENT -- ABILITY: SOCIAL - EMOTIONAL BEHAVIOR

DIRECTIONS: Circle the number most descriptive of the child for each aspect of behavior or trait. A circled "1" is the lowest rating; a circled "5" is the highest rating.

SCORING: The sum of the circled ratings A-H is the Achievement-Ability Rating. The sum of the circled ratings I-P is the Social-Emotional Behavior Rating. If circles are connected by lines, a profile is constructed, showing relative values. Ratings are converted into values by use of the table below.

Scores:	8-13	14-19	20-26	27-33	34-40
Values:	Inadequate	Fair	Average	Good	Excellent

					Score	Value
A - H	Achievement - Ability Scale					
I - P	Social - Emotional Behavior Scale					

A. Gives up easily		Makes reasonable efforts		Persistent and absorbi
B. Depends on adults		Needs some help		Very independent
C. Poor thinking		Average thinking		Superior thinking
D. Never mthoodical		Usually methodical		Always methodical
E. Low reading achiever		Average reading achiever		High reading achiever
F. Low number work achiever		Average number work achiever		High number work achiever
G. Lacks hand-eye coordination		Fair hand-eye coordination		Good hand-eye coordination
H. Poor environmental adjustments		Aware of environmental problems		Responds and alert to environmental probler
I. Inconsiderate, unconcerned		Sympathetic		Thoughtful, considera
J. Often irresponsible, undependable		Usually responsible, dependable		Always responsible, dependable
K. Lacks goal direction		Usually is goal directed		Always highly goal directed
L. Lacks self confidence		Is confident		High degree of self confidence
M. Easily upset		Fairly stable		Copes well with most situations
N. Little interest in learning		Interest in some learning areas		High interest in learning
O. Little motivation		Fair motivation		High motivation
P. Lacks cooperation		Average cooperation		High cooperation

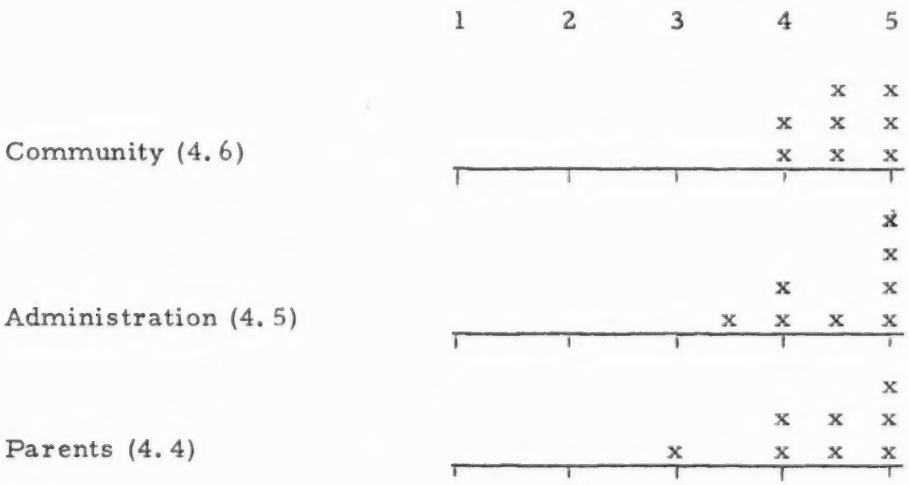
Staff Perceptions of the Program

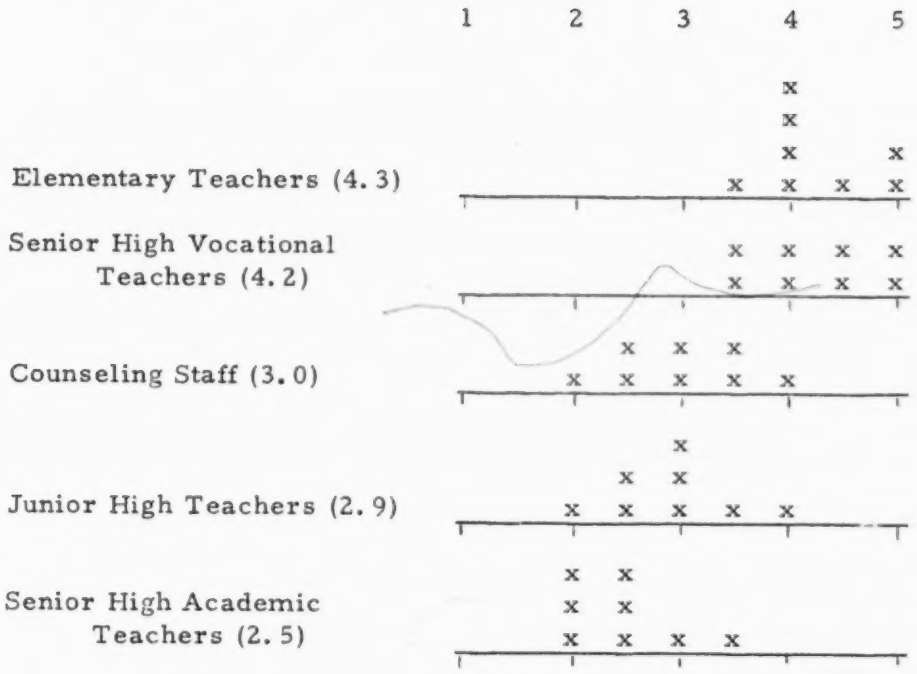
The career education staff and district administrators directly concerned with instruction were asked to indicate their feelings with regard to the career education program. It is emphasized that these are perceptions held by this group and may not always be accurate. They are important, however, because these perceptions tend to influence staff attitudes and feelings toward the program regardless of their accuracy.

Acceptance of Career Education. The following indicates the replies to the question, "In general, to what extent do you feel the following groups accept career education?" A five point rating scale was used with the following categories.

1. Not at all
2. A little bit
3. About average
4. Considerable
5. Enthusiastically

The groups are rated in order of their perceived acceptance of career education. The number in parentheses is the average score for the group and the distribution of replies is shown to the right.





Strengths of the Program. The career education staff and the administrators involved, perceived the following to be strong points in the career education program.

1. The operation of the program on a voluntary basis with the career education staff assisting teachers with information and services.

2. The good working relationships that have developed among the staff and its director, and the dedication of the staff to career education.

3. The development of a strong elementary program. Although participation is voluntary, it is estimated that approximately 75% of the elementary teachers participated.

4. The strong program of in-service training that was developed in cooperation with Kansas State University, Manhattan, Kansas.

5. The support of the community, parents, Kansas University and the Administration of the local district. This is evident in the cooperation of these groups in providing resource speakers, hosting tours, participating in career fairs and World of Work days and in sponsoring the Business-Industry-Education Week.

6. The development of the Career Information Center in the high school library. This is a student oriented browsing center for career education and vocational guidance.

7. The involvement of special education in the exemplary program to provide on-the-job experience for the educable mentally retarded students.

8. The implementation of the IACP curriculum in industrial arts and the planned curricular revisions in home economics at the junior high school level.

9. The emphasis on consumer education and economics as a part of the career education exemplary program.

10. The research done on an evaluation instrument to be used for measuring student outcomes at the elementary level.

11. The development of occupational awareness on the part of students and parents and the acceptance by parents that college preparation may not be the best answer for all students.

12. The progress made in developing a respect and tolerance for all types of occupations.

13. The support of the State Division of Vocational Education and the assistance furnished by the staff of the colleges and universities in Kansas.

Perceived Weaknesses. The following were seen as weaknesses in the career education exemplary program.

1. The failure of the career education program to make very much progress at the secondary level. Academic teachers and counselors at the junior and senior high school levels do not appear to be very much concerned or give very much support to the career education exemplary program.

2. There is some concern that the limited resources of the community may lead to an overuse of resource speakers and tours.

3. There does not appear to be any very effective method of disseminating information about career education throughout the district. Teachers in one school are not always informed about what is happening in other schools.

4. Space limitations in the individual classrooms tend to limit certain types of activities. More work needs to be done in correlating the space requirements of projects with the space available.

5. There should be closer communications between the career education staff and the vocational education staff.

Perceived Problems. The following were perceived by the group to be problems in career education.

1. The failure of some teachers to understand how career education can contribute to many aspects of the regular school curriculum.

2. Insufficient time and personnel to accomplish some of the tasks that need to be done.

3. Insufficient knowledge of the resources available from the community.

4. Student teachers in the classroom without prior knowledge of career education.

5. The lack of acceptance of career education by secondary teachers and counselors.

6. Intra-district communications appears to cause some confusion on the part of the career education staff. They indicate uncertainty in knowing whom to contact and the best way to meet and confer with key people. They also feel the need for some means of in-district communications by which career education information can be disseminated among all teachers.

This problem may result from the fact that career education is relatively new in the district and additional experience and contacts may eventually eliminate it.

Recommendations

Based on this evaluation, the following general recommendations are respectfully submitted. These recommendations are directed toward significant problems which appear to be most critical in the development of career education in this district.

1. Unified School District 497 should begin as soon as possible, the development of a fiscal plan for the continuation of career education after the expiration of the exemplary grant in 1973.

This is the most critical problem facing this district. Such a fiscal plan should include (1) an analysis of the essential services required, (2) an estimate of the excess costs of career education over traditional education, (3) possible alternate sources of funding and (4) another facets of financing

career education.

While this plan must be tailored to the resources of each local district, the problem of financing career education has state-wide implications in that it must ultimately be faced by every school district that wishes to implement a career education program. Therefore, it is further recommended that this study be made jointly by the three participating districts in the exemplary program and the State Board of Education.

2. A comprehensive plan for the evaluation of career education should be made prior to the beginning of the third year of the exemplary grant.

Typical, the evaluation has been started too late to obtain some pertinent data. Further, there does not appear at this time, to be any well accepted devices for measuring a range of student outcomes. The evaluation plan should include (1) criteria to be used in evaluation, (2) the student outcomes to be measured, (3) the development and/or identification of suitable measuring devices and (4) a time schedule for performing the evaluation.

The most reliable evaluation of an educational program is the manner in which it affects a student. It is suggested that product evaluation should be of maximum concern in the development of this plan.

3. The district should begin an intensive campaign to improve the acceptance of career education among the academic teachers and counselors at the junior and senior high school levels.

The acceptance of career education among the community, parents, administration and vocational teachers appears to be quite high. Except for the industrial arts and home economics teachers, there does not appear

to be very much enthusiasm for career education at the junior and senior high school levels.

This may be a result of the schedule for implementing the career education program. The elementary level received the emphasis during the first and second year of the program and has developed a strong program. As additional levels are implemented, this problem may tend to resolve itself.

However, a careful study of just what consumer and career education can offer the high school student and teacher and the best channels through which to disseminate this information should help to expedite a solution for this problem.

4. The District should continue the strong in-service program developed with special emphasis on courses designed for secondary teachers and counselors.

The weakest portion of this career education program appears to be at the secondary level. This is understandable in that the elementary career education was started first and most of the in-service education has been directed toward this level. Teachers at each level must not only accept the philosophy of career education but must also have some knowledge of how to implement it.

CAREER EDUCATION

IN

U. S. D. No. 379

Clay Center, Kansas

THE CONTEXT OF THE PROGRAM

The Community

Unified School District 379 is located approximately 100 miles northwest of Topeka in the north central part of Kansas. It includes practically all of Clay County. For this reason, demographic data for the county have been used as the best available to describe the characteristics of the school district.

Clay Center, Kansas, is the county seat and the largest community in the county with a population count of 4,963. This is approximately half of the population of the county. In addition, there are several small communities in the county with populations ranging from approximately 100 to approximately 500 persons.

In 1970, the poplation of Clay County was reported as 9,890 persons. There was a decline of -7.4% in population between the 1960 and 1970 census. The migration trend from rural to urban areas is evident in this county. While the county lost approximately 7% of its population, Clay Center, Kansas, which is the largest community, gained approximately 7% in population.

The age breakdown for Clay County as reported in the 1970 census was:

Age	% of Population
Less than 18	29.7
18-65	49.9
Over 65	20.4

These data show a substantially higher percentage of persons over 65 than was reported for the other two communities involved in the exemplary program.

The population of Clay County is almost entirely white. Other races made up less than three-tenths of one percent of the population. The ethnic mix as reported in the 1970 census was:

Ethnic Group	Number	% of Population
White	9,865	99.75
Negro	4	0.04
American Indian	12	0.12
Japanese	1	0.01
All others	8	0.08
	9,890	100.0%

The 1970 Census reported the following occupational profile for Clay County. This profile and the occupational profile for the State are included in the following table for comparison.

Occupational Category	Percent of Work Force in Each Category	
	Clay County	Statewide
Professional, Technical and Kindred	10.0	14.3
Managers and Administrators, except Foremen	8.6	9.4
Sales Workers	8.6	7.5
Clerical and Kindred	8.1	16.6
Craftsmen, Foremen, and Kindred	12.0	13.3
Operators, except Transportation	6.6	9.7

Occupational Category	Percent of Work Force in Each Category Clay County	Statewide
Transportation Equipment Workers	3.9	3.5
Laborers, except Farm	4.3	4.2
Farmers and Farm Managers	20.2	6.4
Farm Laborers and Foremen	3.4	1.8
Service Workers, except Private Household	11.6	12.0
Private Household Workers	2.7	1.3
	100.0%	100.0%

The largest deviation from the statewide profile is the category of "Farmers and Farm Managers" where the percentage is approximately three times that reported for the State as a whole.

The median school years completed by persons over 25 in Clay County was 11.8 for males and 12.2 for females. The median school years completed by this group throughout the State was 12.3 for both sexes.

Unemployment among the population of this attendance area was 1.5% for males and 3.9% for females. Three and nine-tenths percent of the families reported that they received some welfare or public assistance.

Other economic indicators that help to describe this community and the corresponding data for the population throughout the State are:

Economic Indicator	Clay County	Statewide
Median Income per family	$7,055	$8,693
Percent of families reporting income below the poverty level	13.2%	9.7%
Percent of families reporting income above $15,000	8.7%	15.9%

Based on these data, Unified School District 379 can be described as a predominately white, rural area with below average income per family, even with a relatively low percentage of unemployment. The population has shown a slight decline but could be considered to be relatively stable with a larger than average percentage of persons over 65 years of age.

The School System

Unified School District 379, Clay Center, Kansas, is organized on a K-8-4 basis. The number of schools and enrollment in this district as reported in the Annual Statistical Report, 1970-71, of the State Department of Education was:

Level	No. of Schools	Enrollment
High School	2	696
Elementary	8	1,242
Kindergarten	* *	105
		2,043

In 1970-71, the student/faculty ratio was approximately 17 at the elementary level and approximately 15 at the high school level.

All of the schools are accredited by the Kansas State Department of Education. In addition, the high school at Clay Center, Kansas, is accredited by the State Department of Education as a comprehensive high school and by the North Central Association of Colleges and Secondary Schools.

The enrollment growth in this district has been relatively stable over the past four years with a slight drop in the 1970-71 school year. The enrollment growth as reported in the Educational Directories of the State Department of Education is shown in the following table.

Level	1967-68	1968-69	1969-70	1970-71
High School	644	705	714	696
Elementary	1,280	1,261	1.275	1.242
	1,924	1,966	1,989	1.938

The incidence of drop-outs as reported in the Annual Statistical Reports of the State Department of Education is relatively low, but has increased in the last two years. The number of drop-outs reported and the percentage of 10th, 11th, and 12th grade student population that this number represents was:

Year	No. of Drop-outs	% of 10th, 11th, & 12th grade students
1968-69	14	2.71%
1969-70	29	5.26%
1970-71	31	5.64%

The boundaries of Unified School District 379 includes 632 square miles of Clay County, Kansas. Approximately 3 square miles of this is the land area of Clay Center, Kansas, which is the largest community in the district. The remainder of the territory is essentially rural with some light industrial development. The assessed valuation of this district in 1970-71 was 29.1 million dollars. The operating budget per pupil in this same year was $748.74 as compared with a Statewide average of $751.17.

DESCRIPTION OF THE PROGRAM

The purpose of this exemplary program in Unified School District 379 was to produce a model career education program which could be used in similar rural school settings throughout Kansas.

The program was designed to move from broad general concepts in the lower grades to specific information and occupational skills in the upper grades. A variety of activities was utilized at each level and an intensified counseling and guidance service was developed.

The exemplary program was designed around four phases. These phases were (1) orientation, (2) exploration, (3) occupational experiences and (4) placement and follow-up.

Participation in the program was voluntary. The career education staff functions as a service unit to assist teachers with information and services upon request.

Objectives of Career Education

The objectives of this program were:

1. Provide occupational orientation for elementary and seondary school students.
2. Increase student awareness of occupations and careers and to provide the required skills and attitudes requisite to careers in such occupations.
3. Provide actual work experiences in a wide variety of occupational areas.
4. Provide specific skill training for students including those not previously enrolled in vocational programs and those students who may leave school before graduation.

5. Provide guidance and counseling for students to assist in career selection and job placement.

6. Develop curriculum options in vocational education for state-wide use.

7. Utilize community resources as well as school personnel to cooperatively develop occupational education in elementary and secondary schools.

The Career Education Staff

The career education staff in Unified School District 379 consisted of the following positions:

Director of the Program	100%
Work Experience Coordinator	100%
Counselor	50%
Junior High Home Economics Resource Teacher	33 1/3%

Mr. J. Lester Hooper was employed as Director of the program. Mr. Hooper has a B.S. degree in industrial arts education and a masters degree in secondary guidance from Kansas State University, Manhattan, Kansas. He has had 15 years of experience in teaching and guidance and has participated in career education in-service classes. Mr. Hooper has filled this position for one year.

Mr. Scott J. Smith was employed as work experience coordinator. Mr. Smith has a bachelors degree in Business from Wayne State College, Wayne, Nebraska, and has done graduate work in guidance and vocational education. He has 2 years of experience as a business teacher, and is serving his first year in this position.

Mr. Rodney A. Herrs was employed as counselor. Mr. Herrs has a masters degree in physical education from Kansas State College and has done graduate work in counselor education. He has seven years of experience as a science teacher and worked for 2 years as a NYC and Talent Search Counselor. Mr. Herrs is completing his first year in this position.

Miss Susan Mattison was employed as junior high home economics resource teacher. She has a Bachelor of Science degree in home economics and has completed special in-service courses in career education. Miss Mattison is completing her first year in this position.

Career Education, Grades K-6

The career education program at the elementary level is integrated into the social studies curriculum. Throughout, emphasis is placed on developing a respect and appreciation for all types of work. The following information is abstracted from the curriculum guide for Occupations Education, K-6.

Kindergarten

Objectives of the Unit

1. To explore the world of work through the study of the family at work and the immediate school surroundings of the child.

2. To help students become aware of the different attitudes that people have regarding work.

Suggested Areas to Cover:

1. Mother
2. Father
3. Brothers
4. Sisters
5. Child
6. Others in Family
7. Kindergarten Teacher
8. School Nurse
9. Custodian

Grade I - Occupations Education

We Go To School
(Correlate with Social Studies)

Objectives of the Unit

1. To broaden the student's knowledge of work through a study of other school workers.

2. To move from the home, and study the workers who come into our neighborhood.

3. To allow the students an opportunity to compare their feelings regarding different jobs.

First Unit
9 Weeks

Suggested Areas to Cover:

A. Getting acquainted with the school.
   1. Tour the building.
   2. Personnel:
      a. Principal
      b. Custodian
      c. Patrol
      d. Bus Driver
      e. Special Teachers:
         1. Physical Education
         2. Music
         3. Art
         4. Special Reading
         5. Speech
      f. Classroom Teachers
      g. Health Nurse
      h. Cooks
      i. Superintendent
      j. Secretary
      k. Room Mothers

Families - Part One, Father's Work

Second and Third Units
Two Nine Weeks Periods

Suggested Areas to Cover:

1. Families Supported in Different Ways:
   A. Father's Work.
      1. Fireman
      2. Policeman
      3. Postman
      4. Carpenter
      5. Plumber

6. Electrician
7. Doctor
8. Dentist
9. Utility Man
10. Sanitation Workers
11. Farmer
12. Military
13. Other

Families - Part 2, Family Workers Other Than Father

Fourth Unit
9 Weeks

Suggested Areas to Cover:

1. Mother's Work:
   A. Meeting the needs of the family.
      1. Food Preparation
      2. Laundry
      3. Cleaning
      4. Sewing
      5. Shopping
      6. Special Occasions
      7. Other
   B. Outside the home.
      1. Receptionist
      2. Nurse
      3. Teacher
      4. Waitress
      5. Cook
      6. Factory Worker
      7. Sales Lady
      8. Other
2. Children's Work:
      1. Baby Sitter
      2. Paper Boy
      3. Lawn Work
      4. Errands
      5. Housework
      6. Personal Responsibilities
3. Motherless Home and/or Fatherless Home:
   A. Home Health Aid Training
4. Work and Play - Families Together:
      1. Garden Work
      2. Yard Work
      3. Washing Car
      4. Preparing Home and Caring for Pets

5. Outings:
   a. Preparing for picnics
   b. Cleaning up litter after picnics
   c. Visiting the zoo
      1. Become aware of needs and care of animals.
   d. Visiting parks
      1. Pick up litter
      2. Put out camp fire
      3. Become aware of services provided by workers in recreation areas.

Grade II - Occupations Education

Community Workers At School

First Quarter
9 Weeks

Objective: Acquaint students with the community workers within the school.

Suggested Areas to Cover:

1. Students & Helpers
2. Teachers
3. Administration
4. Custodian
5. Lunch Helpers
6. Safety Workers
7. School Nurse
8. Bus Driver
9. Secretary
10. Fireman
11. Volunteers: P.T.A., Room Mothers, etc.
12. Others

Workers Who Help Us From Here To There

Second Quarter
9 Weeks

Objective: Acquaint students with the librarian, and workers in transportation and communications that link us here and abroad.

Suggested Areas to Cover:

1. Librarian, Helpers, and Bookmakers.
2. Transportation:
   a. Land workers.
   b. Air workers.
   c. Water workers.
3. Communications:
   a. Telephone workers.
   b. Radio workers.
   c. Television workers.
   d. Postal workers.

Occupations - Then and Now

Third Quarter
9 Weeks

Objectives: Acquaint students with various occupations relevant in a democracy and those that continue to evolve due to progress.

Suggested Areas to Cover:

A. Government Workers:
   1. Local; city and county office workers, chamber of commerce.
   2. State; Governor and Houses.
   3. National; Three branches.
   4. Space Program.

Occupations In Health, Nutrition And Recreation

Fourth Quarter
9 Weeks

Objectives: Acquaint students with working opportunities in the areas of Health, Nutrition and Recreation.

Suggested Areas to Cover:

1. Workers in the Medical field (Health):
   a. Candy Stripers
   b. Nurses Aids
   c. Nurses
   d. Laboratory Technicians
   e. Clerical Workers
   f. Doctors
   g. Others
2. Workers in Recreation:
   a. Marina
   b. Circus
   c. Fairs
   d. Bowling
   e. Golf
   f. Park and Zoo Keepers
   g. Others
3. Workers in Nutrition:
   a. Farmers
   b. Cooks
   c. Foods and Services
   d. Greenhouse
   e. Others

Grade III - Occupations Education

General Objectives:

1. Help children become appreciative of the worth of other people.
2. Establish an appreciation toward the dignity of labor.
3. Help children to work and live together co-operatively.
4. Help them gain an understanding of the interdependence of all peoples.

Transportation Occupations

First Quarter
9 Weeks

Objectives:

1. To help the students become familiar with occupations related to transportation as found in our community and other communities.

Suggested Areas to Cover:

1. Air:
   - A. Jets
   - B. Airplanes
   - C. Helicopters
2. Land:
   - A. Trucking
   - B. Bus
   - C. Automobile
   - D. Rail
3. Water

Communication Occupations

Second Quarter
9 Weeks

Objectives:

1. To help the students become familiar with occupations in the Communications area found in other communities.
2. To help students realize that many occupations in our community and other communities are interrelated.

Suggested Areas to Cover:

1. Telephone
2. Radio
3. Television
4. Mail
5. Newspapers
6. Telegraph

Agriculture And It's Related Industries

Third Quarter
9 Weeks

Objectives:

1. To help the students become familiar with occupations related to agriculture in our community and other communities.
2. To help students realize that many occupations of agriculture in our community are related and dependent upon occupations in other communities.

Suggested Areas to Cover:

1. Forestry
2. Cotton
3. Tobacco
4. Truck Farming
5. Mining
6. Petroleum
7. Rubber
8. Any others you feel are related

Recreation Occupations

Fourth Quarter
9 Weeks

Objectives:

1. To help the students understand that our community provides facilities for recreation and that many workers are needed to provide these facilities.
2. To help students realize that other communities offer varied opportunities for recreation and many workers are dependent and related to each other.

Suggested Areas to Cover:

A. Recreation provided by our community:

1. Movies
2. Playgrounds
3. Parks
4. Library
5. Scout Groups
6. Boy's Clubs
7. Girl's Clubs
8. Recreation Programs
9. Holiday Celebration
10. Places of Interest
11. Recreation Centers
12. Zoo

B. Recreation provided by or in other communities:
   1. State Parks and places of interest
   2. National Parks and places of interest
   3. Zoos
   4. Museums
   5. Art Galleries
   6. Botanical Gardens and Arboretums
   7. Amusement Parks
   8. Beaches and Other Resorts
   9. Recreation Centers
   10. Theaters
   11. Concert Programs
   12. Stage Productions
   13. Hobby Centers
   14. Guided Tours
   15. T. V.
   16. Excursions and Sightseeing

Grade IV - Occupations Education

First Quarter
9 Weeks

Objectives:

1. To help students become more aware of occupations of parents, relatives, and neighbors.
2. To compare occupations during closed door days and modern times in Japan.
3. To compare economic conditions in Japan and U. S. A.
4. To become familiar with a few occupations of New Zealand.
5. To familiarize youngsters with occupations related to the circus.

Suggested Areas to Cover:

1. Local Occupations, relate with language arts.
2. Japan, relate with social studies, art, language arts, economics, and mathematics.
   a. Transportation
   b. Tourists
   c. Manufacturing
   d. Ship building
   e. Pearl culture
   f. Fishing
   g. Handicrafts
3. New Zealand
   a. Trade
   b. Mining
   c. Farming, sheep and cattle
   d. Fishing
   e. Transportation, shipping
   f. Industry

4. Circus Occupations

Second Quarter
9 Weeks

Objectives:

1. To gain occupational information unique to India.
2. To gain occupational information concerning Egypt.
3. To gain occupational information of Low Lands.

Suggested Areas to Cover:

1. India: (Social Studies, pp. 118-119; Health, p. 81)
   a. Carpenter
   b. Potter
   c. Farming; rice, tea, etc.
   d. Transportation:
      1. Primitive (ox carts)
      2. Bicycle
2. Egypt:
   a. Agriculture (Social Studies)
   b. Transportation (Social Studies)
   c. Geometric shapes, pyramids (Mathematics)
3. Low Lands, Belguim and Netherlands: correlate with Social Studies.
   a. Small Businesses
   b. Dairy
   c. Flower and bulb farming

Third Quarter
9 Weeks

Objectives:

1. To compare occupations of coastal and mountainous regions of Peru.
2. To compare occupations in Old and New Great Britain.

Suggested Areas to Cover:

1. Peru: Correlate with Math, Art, Social Studies (text-Lima, Peru).
   A. Wool-Alpaca
   B. Gold
   C. Silver
   D. Copper mining
2. Britain:
   A. Manufacturing, Social Studies text pp. 248-261.
   B. Clothing and Textiles
   C. Health: Suitable Clothing pp. 153-163; 165-180.

Fourth Quarter
9 Weeks

Objectives:

1. To recognize unlimited occupational opportunities of Alaska.
2. To develop attitudes toward work and human values.
3. To be aware of occupations related to health.
4. To gain occupation information concerning Hawaii.

Suggested Areas to Cover:

1. Alaska: (Social Studies, Language Art, Science, Art, Reading -- Unit 5 - Call of the North)
   - A. Lumbering
   - B. Transportation
   - C. Fishing
   - D. Mining
2. Health:
   - A. Health Text:
     1. "What Good Health Is," pp. 9-31.
     2. "How to Measure Growth," pp. 33-51.
     3. "Proper Food for Girls and Boys," pp. 53-79.
   - B. Language Text:
     1. "Learning About Yourself," Chapter II.
     2. "Thank You Letters, Etc.," Chapter IV.
3. Hawaii, correlate with Social Studies and Reading.
   1. Tourism
   2. Agriculture
      - a. Sugar
      - b. Pineapple

Grade V - Occupations Education

First Quarter
9 Weeks

Objectives:

1. To develop an awareness of the wide variety of occupations in the Northeastern Region of the U.S.
2. To develop an appreciation of school and training in relationship to various occupations.

Suggested Areas to Cover:

1. Stock Market
2. Tourist Industry
3. Garment Industry
4. Shipping Industry
5. Mining
6. Federal Government Employees
7. Specialized Farming

Second Quarter
9 Weeks

Objectives:

1. To develop an awareness of the large variety of occupations in the Southern Region of the U.S.
2. To develop an appreciation of the contributions made by inventors and scientists.

Suggested Areas to Cover:

1. Plantation Farming
2. Tobacco Farming
3. Naval Stores
4. Citrus Fruit Farming
5. Petroleum Industry
6. Lumbering

Third Quarter
9 Weeks

Objectives:

1. To develop an awareness of the wide variety of occupations in the Middle West Region of the U.S.
2. To develop an appreciation of the interdependence of workers in manufacturing and distribution of goods.

Suggested Areas to Cover:

1. Manufacturing:
   A. Auto
   B. Vending machines
   C. Automation devices
2. Transportation:
   A. Water
   B. Rail
   C. Air
3. Farming:
   A. Corn
   B. Dairy

Fourth Quarter
9 Weeks

Objectives:

1. To develop an awareness of the wide variety of occupations in the Plains and Western Regions of the U.S.

2. To develop an appreciation of the interdependence of workers in this region upon workers in other regions.
3. To develop an awareness that where a person lives may directly influence his choice of occupations.

Suggested Areas to Cover:

1. Dams
2. National Parks
3. Meat Packing Industry
4. Fishing Industry
5. Ranching
6. Farming
   A. Wheat
   B. Truck

Grade VI - Occupations Education

First Quarter
9 Weeks

General Objectives:

1. To develop concepts about the wide variety and levels of jobs in our community and compare these with occupations found in the countries we study in Social Studies.
2. To help students learn how and why various workers choose their particular occupations here and abroad.
3. To develop an appreciation of the knowledge and skills needed and used by our parents and neighbors in their work.

Specific Objectives:

1. To learn various occupations in the field of Space, Government, Family Life, Construction.

Suggested Areas to Cover:

1. Occupations concerned with the following:
   A. Space - Russia
   B. Government - Russia
   C. Family Life (Father's work, Mother's work, Children's work) - China
   D. Construction (roads, streest, etc.) - China

Second Quarter
9 Weeks

General Objectives:

1. To develop concepts about the wide variety and levels of jobs in our community and compare these with occupations found in the countries we study in Social Studies.
2. To help students learn how and why various workers choose their particular occupations here and abroad.
3. To develop an appreciation of the knowledge and skills needed and used by our parents and neighbors in their work.

Specific Objectives:

1. To learn various occupations in the field of Religion, Economy, Farming, Culture, and Trading within a community.

Suggested Areas to Cover:

1. Occupations concerned with the following:
   A. Religion - India
   B. Economy - India
   C. Farming - Brazil
   D. Culture - Brazil
   E. Trading within community - Brazil

Third Quarter
9 Weeks

General Objectives:

1. To develop concepts about the wide variety and levels of jobs in our community and compare these with occupations found in the countries we study in Social Studies.
2. To help students learn how and why various workers choose their particular occupations here and abroad.
3. To develop an appreciation of the knowledge and skills needed and used by our parents and neighbors in their work.

Specific Objectives:

1. To learn various occupations associated with recreation, people, fishing, mining, government, and farms.

Suggested Areas to Cover:

1. Occupations concerned with the following:
   A. Recreational occupations - Spain
   B. Famous people (explorers, writers, artists, etc.) - Spain
   C. Fishing - Spain
   D. Mining industry - Poland and Czechoslovakia
   E. Government - Poland and Czechoslovakia
   F. Collective farms - Poland and Czechoslovakia

Fourth Quarter
9 Weeks

General Objectives:

1. To develop concepts about the wide variety and levels of jobs in our community and compare these with occupations found in the countries we study in Social Studies.
2. To help students learn how and why various workers choose their particular occupations here and abroad.
3. To develop an appreciation of the knowledge and skills needed and used by our parents and neighbors in their work.

Special Objectives:

1. To learn various occupations in the field of communication and education.
2. To learn various occupations in the field of transportation, housing, and recreational lodging.
3. To learn various occupations in the field of doctors and hydroelectric power in Africa.

Suggested Areas to Cover:

A. Occupations concerned with the following:
   1. Communications - British Isles
   2. Education - British Isles
   3. Transportation - Australia and New Zealand
   4. Housing and Recreational Lodging - Australia and New Zealand
   5. Doctors - Africa
   6. Hydroelectric Power - Africa

Activities Used. These units are presented through a variety of activities appropriate to the grade level. Some examples of these activities are:

1. The use of films and video tapes.
2. Resource speakers in the classroom.
3. Tours to business and industry.
4. Role playing.
5. The use of simulation games.
6. Constructing display charts.
7. Writing letters and reports.
8. Development of murals and other art projects.
9. Reading reference works and writing reports.
10. Writing skits and dramatization.
11. Developing simulated production lines.
12. Developing a scrap book about an occupation.
13. Building models.
14. Interviewing parents about occupations.
15. Developing a job tree.
16. Developing a vocabulary about occupations.

Career Education, Grades 7 and 8.

Unified School District 379 is officially listed as a K-8-4 Organization. However, this district has been involved in a substantial unification program, and certain portions of the district are actually operated as a K-6-2-4 system to make maximum utilization of available facilities. For this reason, the description of career education in grades 7 and 8 is presented as a separate unit.

At this level, a "World of Work" Class has been established. Revisions have been made in the industrial arts and home economics curricula and a testing program has been developed. All of these changes are designed to enable students to learn more about their interests and abilities and to broaden their knowledge of careers.

The World of Work Program

This class is given at the 8th grade level and is designed to help students plan their occupational and educational future. The class meets once a week for 80 minutes. Units included in this program are:

Exploring My Interests

The Value Of School Courses Related To Jobs

Dress, Manners, Etiquette And Personal Health

How to Study And Make The Most Of School

Personality And Job Success

How To Choose A Career

Discovering Your Abilities

Study Of Occupations

Principles Of Business And Management

Human Relations: Employer-Employee

How To Find Jobs

Job Application, Interview And Follow-up

After High School, What?

This class uses a variety of techniques including resource speakers, films, appropriate references, completion of various forms, buzz sessions, interest and aptitude testing and other similar activities.

Industrial Arts and Home Economics

In industrial arts, one school has partially implemented the "World of Manufacturing" curriculum and a second has partially implemented the "World of Construction" curriculum. Both of these curricula are part of the IACP program. A third school has revised the industrial arts curriculum to include more career education but has not followed the IACP pattern.

Industrial arts and home economics areas have initiated an exchange of boys and girls to broaden the career experiences of both groups.

Two schools are successfully operating model corporations. One school builds chess sets and has received over 70 orders. A second school operates a production line for electrical extension cords in 6, 8, 10 and 12 foot lengths. Over 85 units of these have been sold.

Curriculum Guides

To stimulate interest among teachers at the 7th & 8th grade levels, a curriculum guide was developed by the career education staff. The purpose of this guide was to show how career education information could be integrated into the regular educational activities of these teachers. Topics included in this guide were:

Art - As it Relates to Jobs and Vocations.
English - As it Relates to Jobs and Vocations.
Home Economics - As it Relates to Jobs and Vocations.
Industrial Arts - As it Relates to Jobs and Vocations.
Mathematics - As it Relates to Jobs and Vocations.
Music - As it Relates to Jobs and Vocations.
Physical Education and Health - As it Relates to Jobs and Vocations.
Science - As it Relates to Jobs and Vocations.
Social Studies - As it Relates to Jobs and Vocations.

IS

OR

Interest and Aptitude Testing

As part of the World of Work Class, students are given tests to help them assess their interests and aptitudes. All 8th grade students in this class take the Differential Aptitude Test and the Kuder Interest Inventory. When appropriate, selected students may be given the Armed Forces Aptitude Test Battery or the General Aptitude Test Battery.

The scores from these tests become a part of the students permanent file to be used for counseling and guidance purposes.

Career Education, Grades 9-12.

The career education program in the senior high school consists of a work experience program and "Awareness Seminars."

The Work Experience Program is designed to provide supervised on-the-job experiences for students in selected occupational areas. Students in the program must enroll in a one hour class instruction course and may enroll in one, two or three credits of work experience depending on the number of hours employed. Students must be seniors; receive an hourly wage for employment; must provide their own transportation between school and work and must be at least 16 years of age.

Seniors must enroll in the one hour instruction class if they plan to participate in the work experience phase of the program. This class includes exploration of different jobs and an in-depth exploration of job categories in the student's interest area. It includes material on finding and keeping a job, interviewing and applying, and succeeding on the job. Other parts of the course include units on making change, salesmanship, income taxes, social security and basic budgeting.

Forty-five students are enrolled in this program. Prior to enrollment, the work experience coordinator has an interview with both the student and his parents. This program has created a great deal of interest in the community. At the employer appreciation banquet, practically 100% of the employers were in attendance.

The Awareness Seminars in the senior high meet from one to two times per week. During this period, featured speakers, movies, video tapes, film strips, and student activities are used to inform interested high school students about the occupations.

This program is presented by the counselors for students in grades 9 through 12 who are not enrolled in the work experience instruction class. Topics are selected by students. The seminar is held during the activity period and students are excused from their home room to attend. During the spring semester, one seminar per week has been devoted to those students who are interested in entering the work experience program during their senior year.

Other Occupationally Oriented Classes

In addition to the exemplary program at the senior high school, several other courses related to occupations are included in the curriculum. These are not a part of the exemplary program and no attempt is made to evaluate them. They are included in this report because they do provide opportunities for students to gain occupational skills and because they are needed to complete the description of the educational program in occupations at the senior high school level. These courses are:

Business Education

Typewriting
Bookkeeping
Shorthand
Transcription
Office Practice
Record Keeping
Business Law

Practical Arts

Carpentry I, II
Mechanical Drawing I, II, III
Metal Working I, II, III
Power Mechanics I, II
Graphic Arts
Printing
Production Printing
Woodworking I, II
Vocational Agriculture

EVALUATION

The evaluation of the career education program in Unified School District 379 was made under the headings of (1) quanitative evaluation, (2) qualitative evaluation and (3) product evaluation. It is recognized that these categories are not necessarily exclusive and that there is some overlapping. However, this appears to be a reasonable framework for organizing the evaluation.

Quanitative Evaluation

Included in this category are those activities which can reasonably be assumed to have extended the program or to have involved more persons in career education. These activities were:

1. Career Day. This was a one-half day program for students in grades 9 through 12. It was sponsored by a local service club through the counseling department. Students were allowed to choose their area of interest and resource speakers, films and video tapes were used.

2. Expansion of the K-6 Program. In 1971-72, the career education program was expanded to include all elementary schools in the district. Every teacher participated to some extent.

3. Expansion of Career Education at Grades 7-8. The World of Work portion of the exemplary program was expanded to all of the unified school district and there was a partial implementation of the IACP program.

4. Expansion of Career Education, Grades 9-12. Plans have been completed to expand the Awareness Seminars and the Work Experience Program to a second high school at Wakefield, Kansas.

5. Increase in Vocational Enrollments. There was substantial increases in the enrollment of business, practical arts and vocational agriculture classes during the past year.

6. Program - Community Involvement. Numerous presentations were made to P. T.A.'s, civic and service clubs, college classes and institutes. There was also a marked increase in the number of persons visiting the programs and in the requests for printed materials that have been developed.

A career education study was made by the administration of Unified School District 397. This study involved a committee of 35 lay persons throughout the district.

An advisory committee for the exemplary program is established and active. This committee was established in cooperation with the local Chamber of Commerce.

There is a local advisory committee for the work experience program. This committee is composed of employers who have one or more students in their firms.

Qualitative Evaluation

Included in this section are those activities which were designed to improve the quality of the program. These activities were:

A Career Information Center. This is a student oriented vocational guidance center established in the counseling department of the Clay Center High School. In addition to references and other materials on career education and vocational guidance, this center houses the KVIEW (Kansas Vocational Information for Education and Work) equipment and materials. KVIEW is an automated, student operated reader-printer which will provide up to

four pages of occupational information from a data card. This information may be read directly from a screen or a print out can be made if the student so desires.

Additional Career Education Staff. During the past year, the career education staff was expanded to its full complement of personnel by the addition of Mr. Scott Smith as a full time work experience coordinator and Mr. Rodney Herrs as a half time counselor.

Acquisition of Instructional Materials & Equipment. Approximately $6000 worth of career education instructional materials and equipment was added during the 1971-72 school year. These materials included films, records, references, cassette and portable video tape equipment.

Awareness Seminars. The awareness seminars were offered at the senior high school level to provide career education information for students in grades 9 through 12.

In-Service Education. In-service education was provided by Kansas State University, Manhattan, Kansas under contract with the State Division of Vocational Education. Specific in-service activities were:

1. A class in Occupations Education with 38 teachers enrolled. Areas covered in this course were:

Curricular Innovations and Group Activities
Student Personnel Services
Formal Study of Occupations
Simulation
Resources and Media
Work Experience

2. Two sections of a workshop on the use of video-tape recorders was presented. Approximately 50 teachers were in attendance.

3. An Elementary Teachers Workshop was offered by the exemplary program in conjunction with Kansas State University, Manhattan, Kansas. Fifty-eight teachers were in attendance. The purpose of this workshop was to orient elementary teachers to career education and to assist them in developing materials for career education at the elementary level.

4. A summer grade level workshop was held and a specific program in occupations education was outlined for each elementary grade.

5. A Media Workshop was offered under contract with Kansas State University. The purpose of this workshop was to instruct teachers in the new forms of media through which their presentation of occupational information in the classroom could be enhanced. Approximately 50 teachers were in attendance.

Follow up Study of Graduates. The Guidance Department of Clay Center Community High School has recently initiated a follow-up study of graduates. This is in process and no results are yet available.

Study of Industrial Arts. A district wide sutdy of the industrial arts program is in process. This study is being done by a masters candidate in industrial arts through an independent study program.

Product Evaluation

Included in this portion of the evaluation is evidence of growth in desirable student outcomes. It is not suggested that career education can assume credit for all of these changes. There are many variables involved and a much more sophisticated approach is needed to isolate the portion attributable to career education. These data do indicate however that a desirable shift in student attitudes has occurred.

Work Experience Education. A comparison was made of selected achievements among work experience students. The last semester of the junior year was compared with the first semester of the senior year in (1) number of credits carried, (2) grades earned and (3) attendance.

The comparison gave the following results:

Number of Credits.

60% carried more credits - senior year.
40% carried same number of credits both semesters.

Grades Earned

67% earned better grades - senior year.
11% earned same grades - both semesters.
22% earned poorer grades - senior year.

Attendance

56% had better attendance - senior year.
7% had equal attendance - both semesters.
38% had poorer attendance - senior year.

Realistic Occupational Choices. There is also evidence that students are exhibiting more realistic occupational choices.

In a survey of student choices for career day, there was a significant shift away from the professions and toward the vocational occupations.

Further, the enrollment in vocational classes for 1972-73 showed a substantial increase over the 1971-72 enrollments. These changes in enrollment were:

Course	1971-72 Enrollment	1972-73 Enrollment
Shorthand	27	37
Bookkeeping	23	41
Record Keeping	7	26
Carpentry I	18	32
Power Mechanics	35	52
Work Experience *	45	42

* 27 fewer students in the 1972-73 senior class available for work experience.

Home Economics maintained an even enrollment with a 16% drop in the student population of the senior class.

Staff Perceptions of the Program.

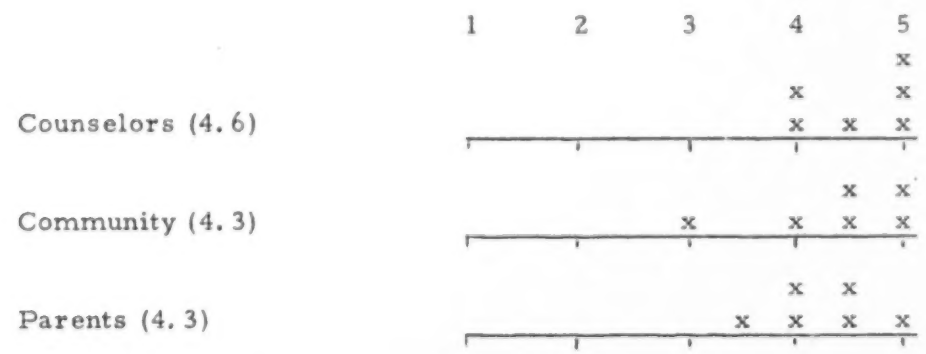
The career education staff and administrators were asked to respond to an open ended questionnaire about what they perceived to be the acceptance of career education, and the strengths, weaknesses and problems of their program.

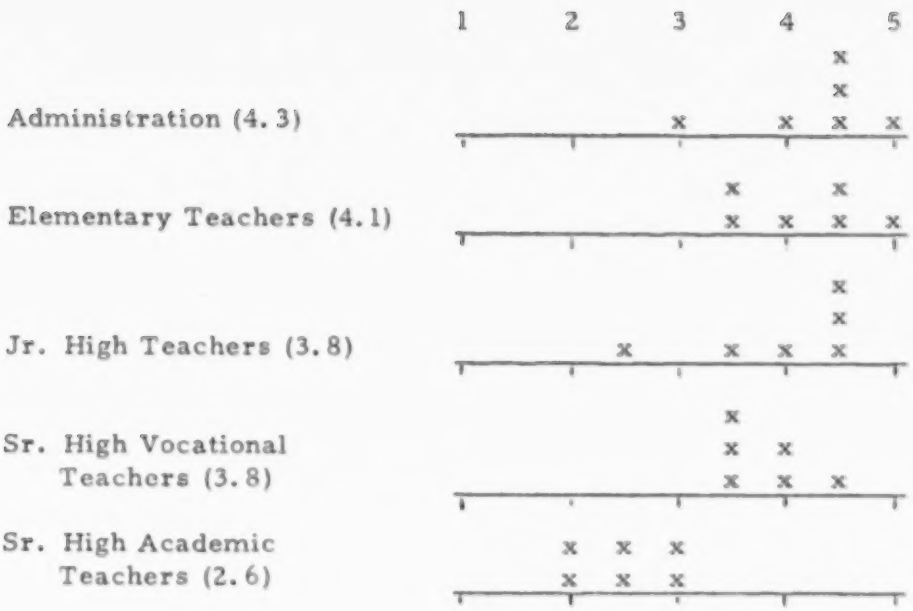
It is emphasized that these data represent the feelings of these groups about their program and may be influenced by their personal orientation and experiences. However, the results show a high degree of consistency among the staff members and administrators.

Acceptance of Career Education. These groups were asked to respond to the question, "In general, to what extent do you feel the following groups accept career education?" A five point rating scale was used. The categories used were:

1. Not at all
2. A little bit
3. About average
4. Considerable
5. Enthusiastically

The results are shown on the following page. The groups are ranked according to their perceived acceptance of career education. The number in parentheses shows the score of each group and the distribution of scores is shown to the right.





Perceived Strengths. The career education staff and the administrators perceived the following to be strengths of the program.

1. The development on the part of students and teachers of a positive awareness of the World of Work.

2. The realization of the importance of work in a successful and enjoyable life.

3. The development of respect for all occupational endeavors which are beneficial to society.

4. The development of appreciation for quality workmanship in all occupational endeavors.

5. The diversified occupations cooperative program for seniors has been a vital link in helping students bridge the gap between school and actual work. This program will help students over many career adjus ment problems and has brought a high degree of constructive school - community working relationships.

6. The classroom teachers have developed a strong awareness that career education makes the educational program more relevant to students and is thus a strong motivating force.

7. The extensive involvement of teachers in planning, developing and implementing work awareness materials for elementary students.

8. The involvement of junior high school students through the IACP programs.

9. The awareness seminars offered in the senior high school at the 11th grade.

10. The concept that each job is considered of equal importance from the kindergarten on and students are allowed to find their own field of interest.

11. The program is general enough to provide the student with a wide variety of occupational experiences and at the same time flexible enough to provide both exploratory and in-depth training in a specific area.

12. The broad acceptance and enthusiastic support given career education by the elementary teachers and parents of elementary children.

13. The establishment of the "World of Work" program at the eighth grade level. The success of this program indicates that it is filling an area of student need and interest.

Perceived Weaknesses. The two groups suggested the following as weaknesses in the program.

1. The District's inability to provide awareness seminars and diversified cooperative training at Wakefield High School. This is a high school of

85 students in the district. Plans are underway to correct this weakness in the 1972-73 year.

2. A major weakness has been the lack of involvement on the part of senior high school academic teachers. Some specialized subject matter teachers tend to teach their subject in isolation when career education could imporve student motivation by making the subject matter more relevant.

3. There is a need for stronger emphasis on all types of occupational experiences at the 9th, 10th and 11th grade levels.

Perceived Problems. The following were listed as problems that had been encountered.

1. The inability to find instructional resources on the wide variety of jobs.

2. The concern of employers about insurance coverage and labor laws pertaining to juveniles employed in the cooperative training program.

3. The concern of teachers as to how they could add more work into an already full schedule. This was partially resolved by in-service training which showed that career education could be integrated into the existing schedule without a major upheaval of the curriculum.

4. Facilities for the career awareness seminars at the senior high school level, was a problem. This was resolved by closing the library for the period when seminars were scheduled.

Recommendations

On the basis of this evaluation the following recommendations are

respectfully submitted to the Administration of Unified School District 379. These recommendations are directed toward those problems which appear to be critical to the career education program.

1. This district should begin as soon as possible, the development of a fiscal plan to continue career education after the termination of the exemplary program grant.

This should be the first priority for all districts in this exemplary project. This plan should be based on a study designed to identify (1) the essential services required in a continuing career education program, (2) possible alternative sources of funds, (3) supportive services that may be available at the state level, (4) the excess costs of career education over the present program and (5) any other pertinent fiscal data on career education.

Because this problem has state-wide implications, it is further suggested that such a study be made jointly by the three participating districts and the State Department of Education.

2. To provide greater involvement of junior and senior high school teachers, the in-service education program should be continued with special emphasis on courses designed for these levels.

Career education appears to have good acceptance at all levels except from junior and senior high school teachers. This may be the result of the sequence for introducing career education. The elementary level received the most emphasis during the first year of operation and most of the in-service education was directed toward this level. This problem may be partially eliminated as the program progresses.

3. Unified School District 379 and the State Division of Vocational Education should make a comprehensive evaluation of the diversified occupations cooperative training program to reconcile differences between the program as operated and state plan regulations.

The cooperative training portion of the exemplary program was designed around the needs of students in a rural community. At present this program does not meet the requirements of the state plan for cooperative programs. This creates problems in certification, reimbursement, etc.

This program has been judged highly successful by school personnel and employers. It could possibly be a partial answer to vocational education in rural areas, but at present, more information is needed to justify revisions in the program and/or changes in state requirements.

4. The evaluation for the third year of operation should be planned prior to the start of school in the fall of 1972.

Typically, these evaluations have been started late in the spring and consequently are unable to obtain certain types of data as for example, pre-test scores on students. This plan should (1) identify the student outcomes to be measured, (2) the method of measuring these outcomes, and (3) a time schedule to accomplish the evaluation.

Typically, the evaluation of exemplary projects has been weak in measuring student outcomes. It is suggested that the evaluation plan should emphasize student evaluation where ever possible.

CAREER EDUCATION

IN

U.S.D. No. 500

Kansas City, Kansas

THE CONTEXT OF THE PROGRAM

The Community

Unified School District 500, at Kansas City, Kansas, is located on the Kansas-Missouri border and is part of a larger metropolitan complex which includes Kansas City, Missouri, and numerous suburbs.

In 1970, the population of Kansas City, Kansas, was 168,214. Between 1960 and 1970, the population increased by 38%. The age distribution of the population as reported in the 1970 census was:

Age	% of Population
Less than 18	35.2
18-65	54.5
Over 65	10.3

The ethnic distribution of the population of Kansas City, Kansas, shows a relatively large percentage of Negros with very few from other minority groups. The following table shows the ethnic distribution as reported in the 1970 Census:

Ethnic Group	Numbers	% of Population
White	131,663	73.3%
Negro	34,840	20.7%
American Indian	589	0.3%
Japanese	171	0.1%
Chinese	122	0.1%
Filipino	138	0.1%
All others	691	0.4%
	168,214	100.0%

The occupational profile for Kansas City, Kansas, shows smaller percentages in the professional, managerial and sales categories and larger percentages in the clerical, craftsman, and operators categories than the percentages reported in the occupational profile for the State. The occupational distribution for Kansas City, Kansas, and the State of Kansas as reported in the 1970 census is shown in the following table.

Occupational Category	Percent of Work Force in Each Category Kansas City, Ks.	Statewide
Professional, Technical and Kindred	11.4	14.3
Managers and Administrators, except Foremen	5.7	9.4
Sales Workers	5.2	7.5
Clerical and Kindred	22.4	16.6
Craftsmen, Foremen and Kindred	15.4	13.3
Operators, except Transportation	13.9	9.7
Transportation Equipment Worker	5.3	3.5
Laborers, except Farm	6.7	4.2
Farmers and Farm Managers	0.2	6.4
Farm Laborers and Foremen	0.2	1.8
Service Workers, except Private Household	12.7	12.0
Private Household Workers	0.9	1.3

The median years of education completed was 11.6 for both males and females. The median years of education completed by the population of the State was 12.3 for both sexes.

The unemployment rate in 1970 was 3.6% for males and 4.0% for females. Six and two-tenths percent of the families reported that they received some welfare or public assistance.

Other economic data which helps to describe this community are shown in the following tables. These data are compared with corresponding data for the total State.

Economic Characteristic	Kansas City	Statewide
Median Income/Family	$9,165	$8,693
Percent of families reporting incomes below the poverty level	10.0%	9.7%
Percent of families reporting incomes above $15,000	13.8%	15.9%

Unified School District 500 at Kansas City, Kansas, can be described as a typical urban community with an economy centered around business and industry. The median years of education completed is below average when compared with the rest of the State. The population of this community has grown at the rate of about 4% per year and approximately one out of five persons in the population is Negro.

The School System

Unified School District 500, Kansas City, Kansas, is officially organized as a K-6-3-3 school system. The Enrollment Summary, Sept. 15, 1971 of the District shows the following number of schools and their enrollments.

Level	No. of Schools	Students enrolled at these schools
Senior High Schools (10-12)	2	3,332
Jr-Senior High Schools (7-12)	2	2,507
Jr-Senior High Schools (9-12)	1	3,644
Junior High Schools (7-12)	6	5,943
Elementary	50	16,002
Kindergarten	**	2,652
Special Students		143
		34,223

Because of unification and to make maximum use of facilities, some of the senior high schools include more than the traditional 10th through 12th grades. Two senior high schools enroll grades 7 through 12 and one senior high school enrolls grades 9 through 12.

All of these schools are accredited by the Kansas State Department of Education. The five senior high schools are accredited as comprehensive high schools by the State Department of Education and by the North Central Association of Colleges and Secondary Schools.

In 1970-71, the student/faculty ratio at the elementary and junior high school level was 23. The senior high school level had a student/faculty ratio of 20.

The enrollment growth in this school district has been relatively stable over the past four years. There has been some growth at the senior high school level and some decline at the junior high school and elementary levels. The Educational Directories of the State Department of Education show the following enrollments.

Level	1967-68	1968-69	1969-70	1970-71
Senior High School	6,695	7,981	8,134	9,483
Junior High School	7,775	6,784	6,895	5,943
Elementary	17,609	17,263	16,974	16,002
	32,079	32,028	32,003	31,428

In addition to the regular schools of this district, there are two special schools which must be included to give a comprehensive picture of the educational structure in this area. These two schools are:

The Kansas City Area Vocational-Technical School. This school is part of the Kansas City, Kansas, school district and operates under the same board of trustees and administration. Sixteen programs of vocational-technical education are offered at this school for high school, post-high school, and adult students. As of September 15, 1971, this school enrolled a total of 812 students from six counties and employed 41 instructors. There were 523 secondary students enrolled and 289 from the post-high school and adult levels.

The Kansas City Community Junior College. This junior college serves the Kansas City, Kansas, area and operates under its own board of trustees and administration. It is not a part of the Kansas City, Kansas, school system, but serves students throughout Wyandotte County in which Kansas City, Kansas, is the major metropolitan area.

This is a comprehensive junior college offering programs of lower division college courses, general education, and occupational education at the post-secondary and adult levels. There is also a remedial program for

for out-of-school youth and adults who wish to complete the requirements for high school graduation or take basic adult education courses.

The Kansas City Kansas Community Junior College is fully accredited by the North Central Association of Colleges and Secondary Schools and by the Kansas State Board of Education. In 1971-72, this school reported an enrollment of 1,867 students.

The Annual Statistical Reports of the State Department of Education lists the following incidence of drop-outs in the Kansas City, Kansas, school district. This drop-out rate is fairly high among Kansas schools, but still relatively low for urban centers throughout the Nation. The numbers of drop-outs and the percentage of the 10th, 11th, and 12th grade student population that this number represents is shown in the following table.

Year	No. of Drop-outs	% of 10th, 11th, & 12th grade students
1968-69	665	9.39%
1969-70	740	10.40%
1970-71	567	7.95%

Unified School District 500, Kansas City, Kansas, includes 59 square miles. Practically all of this is urban residential area with a considerable amount of heavy industrial development. In 1970, the assessed valuation of this district was 334.9 million dollars. In this same year, the operating budget per pupil in this district was $631.17 compared with a statewide average of $751.17.

DESCRIPTION OF THE PROGRAM

The purpose of the exemplary program in Unified School District 500 was to develop a model career education program that could be used in similar urban school settings throughout the state.

The exemplary program in this district was started approximately six months after the exemplary program in the other participating districts. In effect then, this report covers the first full year of the program's operation.

The program stresses broad concepts of career education and occupations at the elementary level. The emphasis is on occupational awareness, the development of a positive self image for the student, the need for dignity and respect for all types of work and the stimulation of a broad range of interests on the part of the student, in occupations.

At the junior high school level, the emphasis shifts to "hands on" experience in the exploration of occupational clusters. Students have an opportunity to explore their interests and aptitudes and to begin a realistic appraisal of themselves. They are encouraged to begin long range vocational plans and to choose curricular offerings in keeping with these plans. At this level, the emphasis is still on concept development rather than specific skill training.

At the senior high school level, the emphasis is on the development of specific salable skills through enrollment in existing vocational classes

or through work experience and cooperative programs. Programs are tailored to fit the needs of special groups such as drop-outs, potential drop-outs and students who have just finished high school but have had no previous vocational experience.

There is an intensive guidance and counseling program in the last years of high school to assist students in finalizing their career choices, with initial job placement and with enrollment in training programs to obtain job entry skills where necessary.

Objectives of the Program

1. To provide for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options available to them in the world of work.

   a. Grades 3-6
      1. To develop positive attitudes toward the world of work.
      2. To develop an awareness of adults as working people through observational experiences.
      3. To present occupational information about work opportunities and the necessary preparation for work.
      4. To develop varied interests that will allow for wider choice of vocations.
      5. To develop a positive self-concept related to self-fulfillment in a vocation.
      6. To have opportunities to express goals and aspirations and the ability to make wise vocational choices and decisions.
      7. To provide specific observational experiences about the world of work.

   b. Grades 7-9
      1. To develop informational materials that will be useful in creating an awareness of occupational and educational opportunities in the community.
      2. To present information that will assist pupils to make long range vocational plans.
      3. To develop the attitude that work is dignified.
      4. To help students to evaluate themselves relative to their job aspirations, interests, and aptitudes.

5. To aid students to choose curricular offerings relative to their needs.
6. To provide an opportunity for students to explore occupational clusters to verify interests and aptitudes.

c. Grades 10-12

1. To acquaint students with the changing demands relative to the world of work.
2. To provide experiences that will alow students to understand the need for continued education and training in various career areas.
3. To develop positive attitudes so necessary for the employee and his employer.
4. To provide necessary training in how to apply for employment.
5. To provide students with exploratory work experiences through part-time jobs in industry, business, and the professions.
6. To provide opportunities for students to appreciate skills and abilities needed in various occupations.
7. To provide inner-city students with the information and experiences to allow them to choose vocations from a cluster of occupations.

2. To provide for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas. Specific objectives include:

a. To provide specific training in an occupation through cooperative or AVTS programs.

b. To identify and utilize vocational resource persons to orient pupils to the world of work.

c. To use business, industry, labor and the federal family as cooperative training and observational training stations.

3. To provide for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave school. Specific objectives include:

a. To make intensive training of short or long duration for students who have just finished high school or for potential dropouts, many of whom would not have received vocational education before.

b. To provide training in a variety of occupations including the areas of trade and industry, (auto-mechanics, auto body, printing, appliance repair, radio-TV repair, welding, machine shop, electronics, & cosmetology), health occupations, office education, drafting, data processing, etc.

4. To provide intensive occupational guidance and counseling during the last years of school and to assist in initial placement of students at the completion of their courses. Specific objectives are:

   a. To assist students in their final decisions concerning career choices.

   b. To assist students in initial job placement.

   c. To assist dropouts to enter training programs to obtain job entry skills.

5. To upgrade teaching staff, counseling procedures and elementary and secondary curriculums.

   a. To provide teachers and counselors with information on occupational education so that vocational guidance can become a part of the course offerings.

   b. To provide program specialists in occupational education to serve and inform teachers, counselors, administrators and parents about vocational guidance programs.

The Career Education Staff

The career education staff in Unified School District 500 consists of the following six positions.

Position	Percent of Time in this Position
Director	100%
Elementary Program Specialist (2)	100%
Secondary Program Specialist (2)	100%
Media Specialist	100%

In addition directors of elementary and secondary education, district supervisors and consultants are involved and used as needed

Dr. Bertram Caruthers is assigned as Director of the program with the title of Assistant to the Superintendent of Schools. Dr. Caruthers holds a doctorate from the University of Nebraska with specialization in administration and science. He has been a teacher and administrator

in elementary and secondary schools and has taken special courses in adult, occupational and career education. Dr. Caruthers is responsible for the overall planning and implementation of the career education exemplary program and has been 1½ years in this position.

Mr. James L. Tinsley is employed as a program specialist at the secondary level. Mr. Tinsley holds a Bachelor of Arts degree from Yankton College, Yankton, South Dakota and has taken special courses in career education. He has been 3 months in this position.

Mrs. Rathel Housewirth is employed as a program specialist at the secondary level. Mrs. Housewirth holds a Bachelor of Science degree in Home Economics Education from Delta State College, Cleveland, Mississippi, and has taken special courses in career education. She has been 4 months in this position.

Mrs. Lois Crabtree is employed as a program specialist at the elementary level. Mrs. Crabtree holds a Bachelor of Arts degree from Northeastern State College, Tablequab, Oklahoma and has completed special courses in career education. She has had extensive teaching experience and has served in this position for one year.

Mr. Jack M. Gipson is employed as a program specialist at the elementary level. Mr. Gipson holds a Bachelor of Science degree in elementary education from Sacred Heart College, Wichita, Kansas and has taken special courses in career education. Mr. Gipson has served in this position for one year.

Mr. Carroll S. Anderson is employed as a media specialist. Mr. Anderson holds a Master of Science degree in instructional media from

Kansas State University, Manhattan, Kansas and has had special training in the selection, production and use of media materials. Mr. Anderson has served 10 months in this position.

The career education staff is organized as a service unit. The members serve as innovators and catalyzers to orient and inform teachers and administrators about the career education program. They compile curricular materials; provide media materials to teachers; obtain resources needed by teachers; arrange tours, and perform various other services to assist classroom teachers and to promote career education activities.

Career Education, Grades K-6

The approach in Unified School District 500, to developing a curriculum in career education at the elementary level, was different from those used in the other participating districts.

Elementary teachers were oriented to the objectives which career education hoped to achieve, and were encouraged to identify experiences which would contribute to these objectives and which were feasible and practical to use in their own classroom.

The career education staff assisted teachers to identify films and other resource materials and to organize the unit for classroom presentation. After the materials were presented, teachers completed an evaluation sheet and discussed the project to determine its feasibility and contribution to career education. These evaluations were compiled and those judged to be most successful will be made into a career education guide for grades K-6, during the summer of 1972. These materials will be available for use by elementary teachers in the fall semester.

It was felt that this method provided the best means for curriculum development in career education at the teacher level and prevented any semblance of a curriculum imposed on the classroom by administrative decree. Because of the limited time that this exemplary program has been in operation, no summary of these experiences is available. However, it is planned to include this in the next years evaluation.

Career Education, Grades 7-9

At the junior high school level, the career education program has developed primarily in the areas of industrial arts, home economics and health. All of these areas are in the process of development and none have been fully implemented at present.

Industrial Arts. During the 1971-72 school year, two IACP programs were planned and implemented for 8th and 9th grades in all five junior high schools. The programs were the "World of Construction" and the "World of Manufacturing." Special workshops were offered to orient teachers to the use of these new concepts.

A number of unique projects developed from these programs. For example, one junior high school set up a manufacturing project in which each student designed, built and launched a model rocket. In another junior high school, a nationally known drag racer made a presentation and displayed his dragster for the students. With this as a background, students designed and built a working model of a drag racer as part of their "World of Manufacturing" class.

Home Economics. The development of the career education program

in home economics was handicapped because a home economics specialist was not available to the career education staff, until in March of 1972. In general, this area has used resource speakers and demonstrations of career occupations in the regular classes of the program. For example in one junior high school class, professional models demonstrated their techniques and fashions and explained the requirements of the occupation to students. In another junior high school, a professional chef demonstrated cuts of meat used by hotels and restaurants. The audience was 40 junior high school boys enrolled in the home economics program.

Testing Program. All eighth grade students in the junior high schools are given the Differential Aptitude Test. This becomes a part of their permanent record for use in future guidance and counseling activities.

Health Careers. Exploratory experiences in health careers have been made available in one of the junior high schools. A health careers club has been established and resource speakers and visits to hospitals have been used. This group participated in the "Health Careers Day" as part of their exploratory experiences.

Career Education, Grades 10-12

At the senior high school level, the career education program at present, has been largely built around the needs of special groups of students. As these students are identified, special arrangements have been made in cooperation with the Area Vocational-Technical School and other agencies to meet their needs. The following are typical examples of how these needs were met.

Office Education. This class is planned for the summer of 1972 and will involve approximately 50 economically disadvantaged students. These students will be enrolled 6 hours per day for six weeks in the Area Vocational-Technical School to explore various facets of office occupations. This exploration will include experiences on a wide variety of office machines and some work in bookkeeping, filing and other similar office activities. Students selected for this class will be high school seniors in the fall of 1972.

Disadvantaged Students in AVTS Classes. Approximately 25 economically disadvantaged students have attended the Auto Mechanics and the Automotive Body and Fender classes at the Area Vocational-Technical School, and another 18 are enrolled in Drafting, Electronics and Printing classes.

Special Junior College Classes. In cooperation with Donnelly College, a private Catholic junior college, and the Kansas City Community College, arrangements have been made to enroll a class of 15 special students in each junior college. These students will be high school seniors in the fall of 1972 and are considered to be disadvantaged students. Students selected for this program have good ability but make poor grades. One class will study basic mathematics and communications and the other will study psychology and social science. Each group can earn 6 units of junior credit if successful.

A follow up on these students will be made during the 1972-73 school year to determine if this program was effective in motivating students. If grades improve, eligible students will be enrolled in NYC for further occupational experience.

Service Station Management. This program area designed for potential drop-outs and was organized and operated through the Kansas City Area Vocational-Technical School. Fourteen students were enrolled to acquire the entry job skills necessary to find and hold employment in service stations.

Health Occupations. The career education program works closely with the Kaw Valley Medical Society to provide interested high school students with opportunities for experiences in health occupations.

The Kaw Valley Medical Society is a professional organization of black medical doctors. This Society has a director of health careers and holds periodic seminars on various aspects of career training in the health field.

Arrangements are made by the career education staff for interested high school students to attend these seminars on a voluntary basis. In addition, students who are eligible for the Neighborhood Youth Corps and who are interested in a health career, may work in affiliated hospitals under this program, and are counseled to take courses allied to their interest in a health career. A health careers club has been established in two of the senior high schools and the Kaw Valley Medical Society co-sponsors a "Health Careers Day" in the spring of 1972.

The career education program in Unified School District 500 has been characterized by good working relationships among community agencies. The Kansas State Employment Service cooperates in the placement of students on permanent jobs, and the Neighborhood Youth Corp is an integral part of the educational system in this district and cooperates in helping students eligible under this program.

Other Related Programs

In addition to the career education program there is an on-going program of vocational and occupational related classes in this district. These are not a part of the exemplary program and no attempt has been made to evaluate them in this report. They are included here however, to help describe the opportunities available in this district for senior high school students to acquire additional occupational skills.

The Kansas City Area Vocational-Technical School. This school offers a comprehensive program of vocational-Technical education for senior high school students. The following vocational-technical programs are available to high school junior and senior students.

Office Education	Cosmetology
Distributive Education	Electronics
Air Conditioning and Refrigeration	Machine Shop
Practical Nursing	Printing
Restaurant Cook	Radio-TV
Auto Body Repair	Welding
Appliance Refrigeration Service	Drafting
	Carpentry
	Auto Mechanics

Other Occupationally Oriented Classes. This District offers a substantial number of classes in the senior high schools which are occupationally oriented but not necessarily vocational in nature. Inherent in each of these classes is the opportunity to further the student's occupational preparation and to develop some salable skills. Some of these classes are:

Business Education

Business Law	Secretarial Training
Business English	Clerical Office Training
Bookkeeping I, II	Office Work Experience
Record Keeping	Duplicating
Shorthand I	Business Machines

Home Economics

Chef's Class

Industrial Arts

Power Mechanics
Auto Mechanics I, II, III
Drafting I, II, III, IV
Printing I, II, III
Carpentry
Electricity I, II
Electronics I, II, III
Metals I, II, III, IV
Welding
Woodwork I, II, III, IV

EVALUATION

The items which reflected the activities of the career education staff during the 1971-72 school year were summarized under (1) quanitative evaluation and (2) qualitative evaluation. Because of the limited time that this program has been in operation, no data were available upon which to evaluate students. It is hoped that product evaluation can receive major emphasis in the next year's evaluation.

Quanitative Evaluation

Included in this category are those activities which indicate an extension of the program or which involved more people in career education. Some of these activities were:

Increases in Student and/or Teacher Participation. The career education program in Unified School District 500 began in the fall of 1971 in 13 elementary schools. During the year, the program expanded to include 5 junior high schools, and numerous classes for special groups at the senior high schools. At the close of school in the spring of 1972, 42 of the 48 elementary schools were participating to some extent in the career education program. The introduction of the IACP programs in the junior high school embraced approximately 630 industrial arts students at this level. It is estimated that 475 teachers and 60 principals and administrators were involved in some phase of career education.

Utilization of Community Resources. Based on records in the career education office, it is estimated that approximately 1000 different individuals

from the community were involved in career education programs as resource persons and approximately 300 trips were made to centers of interest in the community by career education students.

Program-Community Interaction. An Advisory Committee of Community leaders is organized and active. This committee includes members from labor, management, the Chamber of Commerce and interested public agencies such as the Employment Service.

Cooperation by the news media has been excellent as judged by the coverage given career education activities. In addition, the District sponsors a radio program on school activities once a month and the exemplary program has been able to disseminate career education information through this.

The Director of the program has been especially active at the state and local level. At the state level he is a member of the Manpower Advisory Committee of the Master Planning Commission for Education, the Kansas State Advisory Council for Junior Colleges and the Community Service and Continuing Education Advisory Committee. At the local level, he is a member of the CAMPS Committee and Chairman of the Mayor's Committee on Student Work. In addition, he has been the featured speaker at the public meeting of the State Advisory Council for Vocational Education and at numerous other conferences on career education.

In addition, the Director and the career education staff made presentations on career education to 5 service clubs, 2 general faculty meetings and approximately 40 Parent Teacher Associations.

Indicative of the community support which this program enjoys was the desgination by the Mayor of one week in the spring of 1972 as "Career Education Week."

Career Education News Letter. A career education newsletter was published once a month by the staff to facilitate intra-school communications. This newsletter entitled "VEEP" (Vocational Education Exemplary Program) was inserted into the regular newsletter distributed to teachers by the school district.

This newsletter served to disseminate information about the career education program and to keep teachers throughout the district informed about new projects and ideas.

Career Fairs. During May of 1972, the career education program and the Kaw Valley Medical Society co-sponsored a career day on health occupations. This career day used resource persons and demonstrations to orient interested students to the opportunities in health occupations.

Qualitative Evaluation

Included in this category are those activities which are assumed to have improved the quality of career education in this District. These activities were:

In-Service Education. In-service education through specific career education classes was provided by the Division of Adult and Occupational Education of Kansas State University, Manhattan, Kansas under contract with the Division of Vocational Education, State Department of Education.

These classes were designed to (1) examine the philosophical bases of career education, (2) design means by which career education concepts could be integrated into the total school curriculum and (3) plan curriculum materials for immediate use in the classroom.

In these classes, teachers were introduced to the development of careerpacs. These are teachers designed materials which can be used for individualized instruction or as resource units. At least one class in career education has been offered each semester starting with the spring of 1971 and one is planned for the summer of 1972. Three units of credit was earned by participants.

In preparation for the introduction of IACP programs in the junior high schools, 18 industrial arts teachers attended special orientation workshops in the use of these concepts. An additional seven industrial arts teachers are presently attending special workshops in preparation for the implementation of additional IACP programs at the senior high school level, and seven counselors are attending special career education workshops.

Additions to Career Education Staff. During the 1971-72 school year two additional persons were added to the career education staff to bring the staff to its full complement of six positions. Mrs. Rathel Housewirth was employed as a program specialist for the secondary schools with special emphasis on home economics and Mr. James Tinsley was employed as a program specialist for secondary schools.

Career Education Instructional Materials. Approximately $7000 was expended in the purchase of instructional materials for teacher use in career education. This is in addition to the instructional materials developed by the media specialist on the career education staff.

Career Education Library. A library of instructional materials for teachers use in career education has been developed and is housed in the career education headquarters. This library includes a variety of materials.

and hardware such as video-tape equipment, cassetts, etc.

KVIEW (Kansas Vocational Information for Education and Work) equipment and materials is housed in individual high schools. This is a counseling tool by which students use a microfiche data card to obtain information about a specific occupation. The information can be read directly from a screen or if desired, a print-out of the information can be made.

KVIEW is not actually a part of the exemplary program, but is indirectly related to the career education effort of the District. In addition to the standard deck of cards furnished with the equipment, this district has developed approximately 200 additional cards on jobs specifically related to the Kansas City area.

Curriculum Development. During the 1971-72 year, a study guide was developed for seventh grade industrial arts and a large number of resource units in career education was developed and evaluated by elementary teachers and the career education staff. These resource units will be developed into a study guide during the summer of 1972.

Staff Perceptions of the Program

The career education staff in Unified School District 500 was asked to respond to an open ended questionnaire about the acceptance of career education and the strengths, weaknesses and problems of the programs as they saw them.

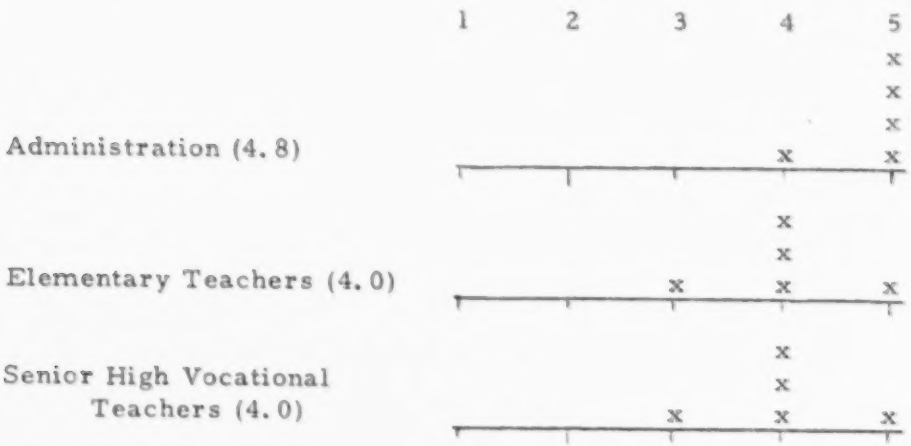
It is emphasized that these are perceptions of the staff and may be influenced by the individual's own personal bias. These perceptions are important however because they indicate how the staff felt about the program.

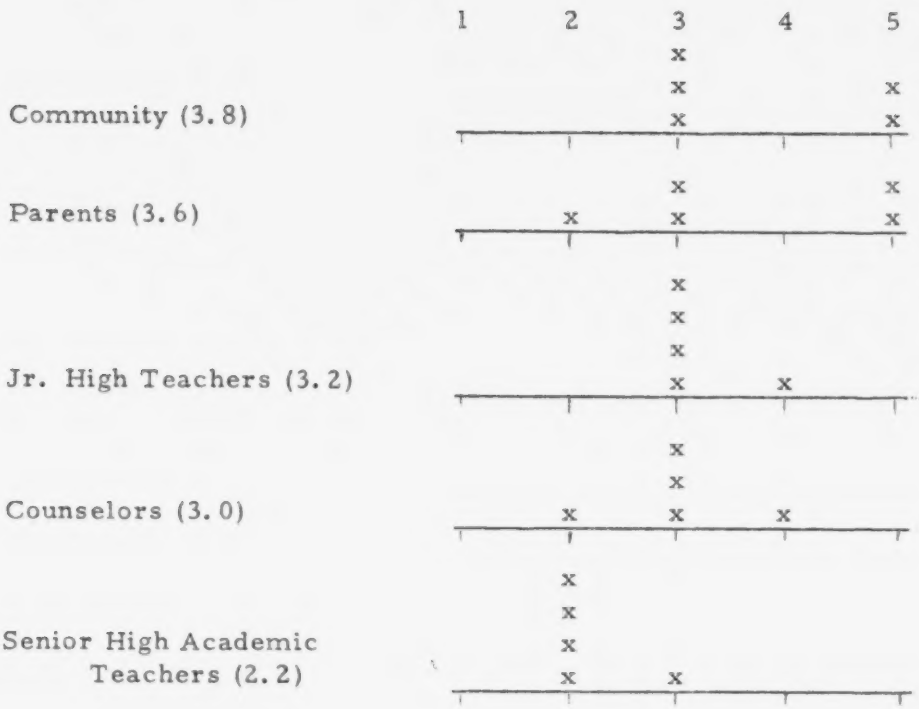
Acceptance of Career Education. The career education staff was asked to rank eight groups of co-workers as to extent that the staff felt these groups accepted career education.

A five point rating scale was used with the following categories.

1. Not at all
2. A little bit
3. About average
4. Considerable
5. Enthusiastically

The eight groups are ranked below according to their perceived acceptance of career education. The numbers in parentheses is the score for the group and the distribution of replies is shown at the right.





Perceived Strengths of the Program. The career education staff perceived the following to be strengths of the program.

1. The enthusiastic acceptance and support given by the Superintendent of schools and his administrative staff. Building principals enrolled in the in-service career education courses and encouraged their teachers and counselors to make use of the program facilities and staff assistance.

2. The cooperation of community leaders in permitting students to visit their firms and interview their employees.

3. The growing interest of parents as evidenced by their cooperation with staff members at PTA's and the willingness of parents to serve as resource persons in the classrooms.

4. The outstanding cooperation among education institutions such as the Area Vocational-Technical School, the Community Junior College, the Neighborhood Youth Corp and others.

5. The good working relationships that has developed within the career education staff.

6. The outstanding pre-service and in-service career education program that has developed.

7. The contribution made by the career education program to better relationships among the community, parents and the school.

8. The contributions of an active and enthusiastic advisory committee of community leaders.

Perceived Weaknesses of the Program. The career education staff perceived the following to be weaknesses in the program.

1. The time limitations on funding the exemplary program. The staff felt that career education involves a major attitudinal change on the part of school personnel, parents and the community and that 30 to 36 months was too short a time to implement such a program in a district of 1600 teachers. Related to this problem is the difficulty of achieving adequate long range planning due to the uncertainty of funding.

2. The development of career education guides for use by elementary and secondary teachers in their classrooms.

3. The need for counselors to restructure their attitudes toward career education and for secondary academic teachers to become more involved.

4. Career education curriculum development has not yet reached all levels of the elementary schools and only a very few of the disciplines at the secondary level have had adequate coverage.

Perceived Problems. The staff did not perceive any significant problems in implementing the career education program in Unified School District 500. The time schedule as set forth in the proposal was met. There was some concern that job placement and follow-up might eventually be a problem, but plans were underway to deal with this through the advisory committee and through orientation of the school counselors to the concepts of career education.

Recommendations

Based on this evaluation, the following recommendations are respectfully submitted to the Administration of Unified School District 500.

1. This district should begin as soon as possible, the development of a fiscal plan for the continuation of the career education program after the expiration of the exemplary grant in 1973.

As with the other districts, this plan should receive a high priority. It is suggested that such a plan should include (1) an estimate of the excess costs of career education over the conventional type of program (2) possible alternative sources of funding, (3) the essential services required in a continuing program of career education and (4) any other pertinent fiscal data.

Because this problem is faced by all three participating districts and has state-wide implications, it is further suggested that this plan be developed in cooperation with the other two participating districts and with the State Department of Education.

2. The in-service education program should be continued with special emphasis on the contribution that career education can make to the work of the junior and senior high school teachers.

The acceptance of career education among academic teachers at the junior and senior high school levels is relative low. In-service education is one channel through which these groups can be informed about career education.

It is possible that this low level of support for career education results from the time schedule for implementing the program. Typically, the initial thrust of the career education program has been at the elementary level. As the program moves up through the educational levels, more teachers may become involved.

3. The evaluation for the third year of the exemplary program should be planned prior to the start of school in the fall of 1972.

Typically, these evaluations have begun late in the spring. This limits the availability of data on student outcomes and thus the product evaluation of the program. It is suggested that the evaluation plan should (1) identify student outcomes to be measured, (2) the means by which these outcomes are to be measured and (3) a time schedule for performing these measurements.

4. The District should initiate a planned campaign to involve the counseling staff and the academic teachers at the junior and senior high school levels, in the career education program.

These groups have typically been the most difficult to reach in implementing the career education program, but their involvement is essential to a successful program. There are numerous channels of communications such as in-service education, curriculum committees, workshops, etc. and these channels will vary from one district to another. A recommended plan

of this type should be designed to achieve maximum involvement using the resources available within the District.